



Winter Conference in Open Space

February 13-16, 2003

Ft. Lauderdale, Florida

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Wouldn't it be something if some of these topics – or some groups of topics – got written up and submitted as papers for the Anaheim Conference in October 2003. The Call for Papers deadline is May 1, 2003 – visit <http://www.amshq.org> for details!

Please join us...

THE HEART OF THE MONTESSORI MOVEMENT:
WHAT DO WE HAVE TO TEACH AMERICA?

Heart ... caring: motivation behind our commitment

Montessori ... vision: our unifying connection

Movement ... structure: organizational means to spread the message

What do we have to teach America? ... call to action

All across American families are asking why our children aren't being better educated, and yet Dr. Maria Montessori had the answer nearly a century ago.

With new initiatives through AMS, we are poised to lead an American revolution in education with the insights we share from our classroom practice. A dedicated group of Montessorians gathered in Ft. Lauderdale to address our most personal, professional, organizational, and cultural issues related to the practice and promise of Montessori in America at our upcoming conference, "The Heart of the Montessori Movement: What do we have to teach America?"

Our conference Open Space format featured a, a virtually a Montessori-like environment for adult collaboration where everyone present had a hand in creating the agenda; coming to learn, to teach, to network together with colleagues ... truly a free exchange of ideas! No pre-assigned workshops! No tours! No expensive luncheons! No hassles! Instead, we put ourselves into a conference environment that calls on participants to self-manage activities, form and prioritize individual agendas, let interest drive activity, and then take a visualization of the learning with us. Our agenda was determined each day with the total flexibility to choose/create the small, issue-oriented working groups that serve our own immediate needs and interests.

What can you do with a group of committed colleagues who share your passion for Montessori Education? What do you want to learn? It starts with conversation. Are we poised to lead an American revolution in education with the insights we share from our classroom practice? Join us as we come together with burning questions, pressing needs, and thriving passions to address our most personal, professional, organizational, and cultural issues relating to Montessori's vision in today's world. Your specific interest will be on the agenda at this conference ... because you will put it there.



Please join us again... for a full reporting of conference results at <http://www.amshq.org>

A Tale of Open Space

Once upon a time there was an Open Space that dreamed of being full-filled. The Open Space lived in Ft. Lauderdale, Florida, in the United States of America, on the continent of North America, on planet Earth, in a solar system comprised of nine planets, on the edge of the Milky Way Galaxy.

The Open Space mused on the myriad of thoughts and things that might bring it full-fillment -- magnificent materials, terrific teachers, able administrators, proactive parents, excited exhibitors, wondrous workshops, limitless luncheon buffets, captivating keynotes, and break-of-the-day breakfast meetings! But what would truly full-fill the heart of the Open Space -- it just wasn't clear. It knew that all such thoughts and things were important to its full-fillment -- but it felt like there was still more -- something untapped, untold, untried.

One day the Open Space heard about a small group of dedicated dream-makers known as Montessorians. These beings, apparently from a future era, believed in world peace and the potential of every child to manifest their dreams and destiny. These Montessorians aspired to an acceptance of all life, in all its diverse forms, and were committed creating educational environments to stimulate new and noble ideas of creativity and service. Most importantly, the Open Space learned that Montessorians full-filled themselves by coming together several times a year for collaborative learning and community celebration.



Yes! This was what the Open Space truly desired and dreamed of ... this sense of being full-filled with fresh ideas and new perspectives that emanate like a fragrance from open-minded, open-hearted beings seeking to discover the truths about human development - just as their beloved founder, Maria, aspired to do so long ago.

Amid its joy the Open Space realized it had an opening in its timeline from February 13 through February 16, 2003. An opportunity to offer itself to the glorious Montessorians lay shining before it like a distant dawn.

Open Space invites you to join our Celebration of Full-Fillment. Bring your Self. Bring your friends and family. Make time. Create space. Be open. Be there!

Jonathan Wolff

What Happened?

Keynoter Jonathan Wolff opened the conference on Thursday evening with a survey of the Montessori landscape. He also wrote "A Tale Of Open Space" that was read on Friday morning as a frame for the Open Space Technology* body of the conference.

More than 200 people gathered in Fort Lauderdale, Florida. On the morning of the first full day, our agenda was a big empty ballroom wall-- totally blank. Open Space facilitator, Michael Herman, opened the main part of the conference and in about an hour, we -- all of us, that is -- created a full conference agenda that perfectly fit the people who were here. Each session was named and convened by one or more people who are passionate about the issue. The conveners also gathered the notes in each session and typed them up into the computers provided. Our first full day ended with a small(ish) evening news circle that saw a few announcements and a couple of rounds of singing, before we adjourned for dinner and a children's handbell and handchime concert. By all accounts, a really great day in open space.

We had a number of new folks join us midway through the conference. A handful of new topics were announced at morning news and we had a few rounds of John Lennon's line: "all we are asking, is give peace a chance," as we are all quite aware of the stories that continue to unfold in Washington, Iraq and North Korea and other places around the world where people are demonstrating today for peace. And then we started into another full day of working and learning sessions.



Have a look at the reports compiled here... and please do note that the pages posted here were typed up in a simple database format, as working documents, in the midst of high learning, high play, and no spellchecking!

At the time this report was published, we still had half a day, on Sunday, to go. The results of that day and a raft of participant comments will be posted online in a fully editable, living community document. For those proceedings and a full reporting of conference results, visit <http://www.amshq.org>

*For more about Open Space, visit <http://www.michaelherman.com>.

ISSUE #1: Alignment of Montessori Education with other Educational Philosophies and with Current Research in Education

CONVENER(S): Marilyn Stewart

PARTICIPANTS: Mimi Basso, Mary Cooper, Marilyn Stewart

SUMMARY OF DISCUSSION:

We discussed the importance of placing Montessori in the context of the whole spectrum of educational philosophies. This will allow us to show commonalities and also to point out what is distinctive about Montessori education. Using language that is not used by other educators separates us in ways that are not helpful and perpetuates myths about Montessori education.

We also believe that AMS should thoroughly investigate cognitive research that's taken place over the past 40 years, and should show how Montessori principles are consistent with the research on how people learn.

We talked about having AMS develop a campaign that shows that "MONTESSORI SCHOOLS ARE EFFECTIVE SCHOOLS." This would require a succinct statement that defines what we mean about effective schools. The statement could then be supported with a summary of the research that validates these elements. It seemed to us that original research is a second step to analyzing the existing current research and to seeing how it validates so much of what we do and believe.

We talked about the need for AMS to have a vision that is clearly defined and well understood by its constituents and by the public. A strategic planning session, perhaps modeled on this Open Space concept, could bring this rather disparate group together. The vision statement, supported by strategies and actions, could define the AMS conferences and would probably encourage participation of current "quiet" members.

We talked about the importance of aligning Montessori standards with others well known in the field (e.g., the ECERS scale, NYAEC accreditation). We were pleased with the progress made with comparing NYAEC accreditation standards to AMS accreditation, and look forward to the training of Montessorians at the Cincinnati conference in the NYAEC validation process.

ISSUE #2: Criteria, Transitions, and Resources for Primary to Elementary

CONVENER(S): Gaylene Brotherton, Faye Kirk, and Laurie Shields

PARTICIPANTS: Gaylene Brotherton, Nancy Dutton, Ann Guerra, Diane Platt, Anita W. Cooper, Christina Guajardo, Linda Kingsbury, Faye Kirk, Emily White, Saleha Hafiz, Carmen Ortiz, Lee Ann Gattorno, Laura Lumette, and Laurie Shields

SUMMARY OF DISCUSSION:

A. CRITERIA

1. Independent, self-directed, focused learner
2. NAMTA'S book by David Kahn (ex. Ruffing's minimum standards in Appendix)
3. State standards
4. Scan standardized tests for content
5. Remembering that ultimately we are "following the child" and integrating where possible to help each child reach own potential

B. TRANSITIONS

- 1 a. Kindergarten students buddy with elementary students to visit.
- 1 b. For one week in spring, K's go to elementary for mornings.
2. Primary and Elementary teachers conference about each child to facilitate transition
3. Parent education for K's to elementary.
4. Summer orientation: new 1st graders
5. Journey: parents visit all levels/classes and observe work of all ages in whole school

C. RESOURCES REGARDING CHILDREN AT RISK

1. 3rd Party observations by special needs professionals
 - a. Occupational therapists
 - b. Speech & language specialists
 - c. Educators (M.E.D. Special Needs)
 - d. Holistic Health professionals
2. Joyce Pickering - tapes, books, speaker; importance of children at risk including check lists for parents and teachers; a Montessori educator from the Shelton School in Dallas
3. Dr. Sylvia Richardson; speaker, tapes, and books

ISSUE #3: Character Education for Teachers to Model

CONVENER(S): Kathy Roemer, Lamplighter School, Memphis Tennessee

PARTICIPANTS: Suzanna Driebel, Ursula Escuza, Lori Byrn, Ruth Daron, Sandy Bowser, Kathy Bowser, Prabha Williams, Laurie Metz, Livia Adams, Terri Almge.

SUMMARY OF DISCUSSION:

Teachers have a tremendous responsibility to communicate and model characteristics that Montessori education values and teaches students. Some of the adult characteristics that would be ideal for teachers to model are:

- Loyalty to School, Dedication
- Willingness to do the best you can (look at the work as a vocation vs a paycheck),
- Confidentiality,
- Ability to listen,
- Understanding of ethics,
- Appropriate Verbal and behavior skills

We discussed the importance of developing a culture in the school which starts from the administration down to the teachers - but also laterally across the teachers and becomes multi-directional to all constituents and will be modeled for students.

Some of the topics discussed were:

- Higher, conscience level of existence rather than survival in the work place,
- Cross training of teachers between levels, especially needed was Early Childhood teachers learning more about Toddler environments (to dismiss the concept that toddler environments are just to prepare students for Early Childhood).
- The use of Role playing for teachers at staff meetings,
- Administrative established protocol for communication between groups (parents/teachers), conflict resolution and dissemination of information
- Importance of listening
- The communicated school motto of "We are not looking for blame, we are looking for solutions"
- The highest use of language is for conflict resolution - and this is the hardest to teach adults
- How to develop school culture
- Teacher education programs need to provide more guidance for classroom management and how to find your place in an already established school culture
- The need for and importance of mentoring of new teachers by experienced teachers
- How do you communicate with parents whose first language is not English?
- Toddlers communication through biting when language skills are not yet developed and the analogy to adults and their underdeveloped communication skills with one another. How to teach adults to use words like, "I don't like that" and not offend someone.

Conclusion:

- All adults (teachers, administration, auxiliary staff) must be taught how to give respect to members of a Montessori environment, ie. not interrupting, soft voice, not disturbing the work cycle, ask before doing, touching, etc.
- There is a need for a conference workshop to be given on "Developing School Culture"
- Developing communication skills is a life long process and needs to be developed with adults in our school communities

Note:

- Most participants in this group went away with new ideas and answers to questions.
- Some were unsure of the open space format but now see how it can work for Montessori Conferences.

ISSUE #4: Life is Us: A New Perspective in Teaching Biology or the Life Sciences

CONVENER(S): Ijya C. Tulloss

PARTICIPANTS: Karen Kuse, Wendy Chan, Jane Ward

SUMMARY OF DISCUSSION:

The session was a presentation of the ten themes of biology as listed in most modern day college textbooks and how we as Montessorians can translate these concepts into hands-on activities or projects. The aim was to see life science in a broader view as opposed to seeing it as a dichotomy of botany and zoology. Another aim was to update our knowledge especially on recent scientific happenings and new developments that impact our lives now and may have greater impact in the future.

After introducing the first key experience of sorting objects as living and non-living, a discussion and an inquiry is made as to what makes one classify things as living or non-living. Any idea is accepted as it is taken to be an index of one's developmental stage or current thinking. From this inquiry the group agrees on the main characteristics of living things:

1. movement
2. respiration
3. sensitivity
4. circulation
5. growth
6. reproduction
7. excretion
8. food and nutrition

The ten themes may then be introduced as follows:

Theme one: Life occurs in many levels in hierarchical fashion.

A group of cells, which are the smallest unit of life, is a tissue like the heart tissue.

A group of tissues form an organ, an example is the heart.

A group of organs functioning together is an organ system. An organ with the arteries, veins and capillaries form the circulatory system.

A group of organ systems is an organism. An elephant is an organism, so is a tree.

A group of organisms living together is a population. When the population count is low, the population is considered endangered, in danger of becoming extinct.

A group of populations living in the same area is a community, the meadow is an example.

A collection of communities make an ecosystem - the everglades, the rain forest, etc are a few examples.

The whole earth where life is found is called a biosphere.

Projects: draw or collect pictures to depict the hierarchy of life.

In this theme, life organizes and integrates the components as it moves to the next level so that a higher functioning becomes possible.

Theme two:

The smallest unit of life is the cell.

The first concept to impress students is that cells are so small and why cells have to be small. The key is to have as much surface available for the different activities to take place within a cell. This means a cell needs to have the greatest surface to volume ratio.

By taking a cell as a cube for mathematical computation purposes:

If a cell has the dimension of one unit, its volume is the cube of 1 or 1. Its surface is six times the area of each face or 6 times the square of 1 or $6 \times 1 = 6$.

The surface to volume ratio is $6/1 = 6$.

If the cube has a dimension of two units, its volume is the cube of 2 or 8, its surface area is 6 times the square of 2 or $6 \times 4 = 24$. The surface to volume ratio is $24/8 = 3$.

With a cube of a dimension of 3 units, volume is 27, surface area is $6 \times 9 = 54$. Surface to volume ratio is $54/27 = 2$.

Thus we can see that the bigger the dimension, the smaller the surface to volume ratio. Therefore, the cell has to be small.

The second concept is that all cells have the DNA, the cytoplasm to provide the fluid medium for the cell to function and a cell membrane to define the outer limits of the cell. Basically there are two kinds of cells: the prokaryotic cell, one without a nuclear membrane and the eukaryotic cell, one with a nuclear membrane isolating the nucleus from the rest of the cell.

Students can study pictures of prokaryotic cell, plant cell and an animal cell, learn the different parts and function of each part of the cell and then make a model out of found items.

Theme three: the continuity of life is made possible through the transfer of inheritable characteristics through the DNA, deoxyribonucleic acid.

The first concept is: life begets life. A pig can only have a pig for a progeny, etc. The second concept is to find out how these characteristics are encoded and passed on through the DNA. The DNA is a double helix capable of unwinding itself and then reforming itself into two new daughter molecules by each half picking up the complementary nitrogenous base needed to complete itself. This explains how inheritable characteristics are passed on.

Structurally, DNA is like a ladder whose backbone is an alternating chain of sugar and ribose sugar molecules. The ribose is also connected to one of the four bases (A, T, G, C). The four bases are as follows:

A stands for adenine.

T stands for thymine.

G stands for guanine.

C stands for cytosine.

Each base always pairs with its complement: A pairs up with T, G pairs up with C.

The base pairs are linked to each other through hydrogen bonding, they form the rungs of the ladder.

The DNA stays in the nucleus. Its long chain of nucleotides (sugar + base + phosphate) codes for protein synthesis, a sequence of three nucleotides code for a specific amino acid. There are only 20 essential amino acids and any sequence of 3 from 4 bases yield 64 possible combinations. We have more than enough combinations to code for all the amino acids. The DNA unzips portion of its molecule and replicates that segment known as messenger RNA. The messenger RNA goes into the cytoplasm and act as a template for the assembling of the amino acids it was coded for with the help of enzymes and transfer RNA. The amino acids assembled then interact to form peptide bonds or connect together to form proteins. Thus DNA since it codes for protein synthesis, and proteins form the tissues, DNA is considered to have the instructions for life.

Theme four:

Form follows function.

The shape and architecture of any given part of an organism is so designed to fulfill its function. For example, if the function of a leaf is to catch as much sunlight from the sun, its design is to have its blade broad and opened. To help the leaf in its function is the petiole which enables the leaf to turn and follow the sun. If the flower's function is to attract pollinators, it therefore has to be either colorful or attractive or exude fragrance. The placement of the leaf on the tree is such that its tip directs water caught from the rain to the edge of the root or where its root hairs are.

The shape of fish is streamlined to facilitate swimming or cutting across the waters. The webbed feet of ducks enables it to swim using its webbed feet as paddles. Birds' feathers are coated with oil to keep it waterproof. The colors of butterflies sometimes mimic other objects to keep away its predators to make them blend with their environment for defense.

Theme five: organisms interact with their environment in order to support life.

Consider a horse, an animal which exhales carbon dioxide as a product of its respiration. It does not need carbon dioxide. The plant through photosynthesis uses this carbon dioxide along with water from the environment in presence of sunlight and its own

chlorophyll, produces its main product, sugar, and its by-product, oxygen. Oxygen is then utilized by animals in respiration. Plants are eaten by animals. Waste products of animals fertilize the soil which then promotes plant growth. It shows a cycle where both living and non-living things interact to create a viable living system.

Theme six: An organism has regulatory mechanisms to maintain balance and homeostasis. When one is exerting in a vigorous activity, one needs more oxygen, thereby causing to increase breathing to take in more oxygen, increase heart rate to pump oxygen around body. One also gets hot. As one sweats, it cools the body down through evaporation of water through sweat glands which takes heat along with the process. This makes one thirsty to take in water to replace the water loss.

The same balancing, self-regulatory activities can be seen in how the body produces and uses insulin to act on excess sugar to maintain blood sugar concentration.

In a marine environment, the corals absorb excess salt to form its skeleton thus reducing the salinity of the sea to make life for several marine animals to flourish.

Theme seven: the unity and diversity of life is seen throughout the biosphere. As one surveys diversity of life forms, one can notice that it can be classified from the simple to the complex. Since the botanist, Carl Linnaeus, introduced the binomial nomenclature of naming plants using the name of the genus and the species, scientists have been trying to catalog organisms. Now we classify organisms into five kingdoms. Representing the prokaryotes or kingdom monera with the thumb, protists with the little finger, the fungi with the ring finger, the plants with the middle finger, the animals with the index finger, life on earth indeed is in our hands.

Each kingdom is further subdivided into phylum, phylum into class, class into orders, order into families, family into genus, and genus into species.

Activity: reproduce charts using pictures or original drawings or represent with models of plants or animals. Discover how seemingly unrelated organisms are really part of the same family (rice and bamboo belong to the grass family).

Theme eight: evolution is the mechanism whereby the diversity of life forms came into being from ancestor organisms.

One knows different breeds of dogs and how one breeds two different breeds to produce a new one, a hybrid. Similarly new varieties of roses are produced through artificial cross-pollination. We then say that a new life form evolved through selection artificially done by man. How about when things are left to nature, would such changes occur?

Before the industrial revolution, the population of light colored moth was prevalent. Being light colored, when resting on a light colored bark of the tree, it would remain invisible to its bird predator.

With the advent of Industrial revolution, tree barks became black from being coated with the smoke products of industrial waste. The light colored moth would be more visible on a dark background. Its number decreased. Meanwhile, black colored moth which from time to time appeared on scene became more successful in its survival and therefore in the survival of its progenies. Its number increased through natural selection. Natural selection of the factors already inherent in the organism but was given more expression in order to address environmental conditions increases the chance for survival of the organism and therefore of the population.

Evolution says that organisms do not change within a lifetime, it is the resulting population over a period of time through natural selection that changes.

With this theory, one can indeed theorize that life all sprung from a single species, each one evolving on to another, and again to another in a continuous fashion which one can then represent as a tree or ladder of life. The more closely the organisms are related, closer they are in the tree of life representation. The evidence for this theory can be reconstructed through the fossils discovered in different layers of sedimentary rocks. An organism adapts accordingly in order to meet its needs to survive. Such amazing correlation was formulated by Charles Darwin in his observation and analysis of the animal life in Galapagos Islands.

Theme nine: the process of science includes observation, collection of data, formulation of hypothesis, testing the hypothesis and drawing out conclusions. The process of inquiry and rigorous application of the scientific method thus described is responsible for the products of science, the facts and knowledge we have gained through the work of the people in the past.

We teach our children the process of inquiry, to encourage intellectual honesty, patience, to value truth and to test results through repeated trials to make sure that what we obtain indeed is accurate.

Theme ten: The technology of science takes basic science into various applications to benefit mankind.

It is possible that with the discovery of the sequence of DNA we can move into a new age where treatment of cancer is not through surgery or radiation but through treating the DNA. Along with this new knowledge comes ethical considerations to make. What do you do when a child is diagnosed early to develop an incurable disease in early adulthood? These and other dilemmas will face us as we advance in the applications of science through technology.

It is therefore important to teach our students to value life, to develop compassion for all that lives along with a broad knowledge of sciences so that decisions in the future will be based on sound knowledge and a loving heart.

ISSUE #5: Myths and Misconceptions About Montessori in the African-American Community: How Do We Address Them?

CONVENER(S): Juliet King and Lucy Canzoneri-Golden

PARTICIPANTS: Mary MacIntosh, Jerry Selman, Elanda D. Craig, Marie Dugan, Nicole Cozart, Carmen Collier, Lashontina Battle, Dr. Ruth Selman, Shelia Mayo, John Chatten-McNichols, Virginia Varga, Kitty Williams and Jane Ward

SUMMARY OF DISCUSSION:

Myths and Misconceptions:

1. Montessori is an experimental program.
2. Montessori is for the wealthy (whites); poor (black) children need a traditional (teacher driven) education.
3. Children are not self motivated; they need to be rewarded to learn.
4. Competition aids growth and development.
5. There is no structure in Montessori; children do whatever they want

How to Address Myths and Misconceptions:

1. Provide parent education/parent outreach.
2. Encourage African-American parents to take leadership roles in school/PTA.
3. Teachers must work to build trust between teacher/student and teacher/parent.
4. Dispell myth that Montessori is just for the wealthy.
5. Encourage parents to visit Montessori classrooms..

ISSUE #6: Cosmic Education and its impact on Peace Education and Care of the Environment

CONVENER(S): Michael Duffy and Penelope Bliss Daly

PARTICIPANTS: Adele Magidson, Maggie Kruger, Pamela Miller, Rachel Culver, Leah Black, Stacy Gumul, Jill Guenther, Najma, Ursula Escuza, Mary Kay Welsh, Salena Hafiz, Marie Scott, Judi Charlap, Suzanna Deubil, Rhonda Kamens, Carole Campbell, Susan Smith.

SUMMARY OF DISCUSSION:

We talked in general terms about how Cosmic Education helps children understand who they are, where they come from and why they're here. From learning their origins through the evolutionary process, they learn to appreciate their unity with the rest of humanity and their brotherhood with other life forms on Earth. The impact on Peace Education and Care of the Environment follows from such a curriculum.

We then got into a discussion of the place of evolution in the thought and teachings of Montessori. Several participants expressed concern about this approach conflicting with the beliefs of their students - or even their own beliefs. Others pointed out that the beauty of the Montessori program was its openness to all cultures and religions, and that there need be no conflict between the teaching of evolution and one's religious beliefs. The whole issue of interdependency was emphasized as the important piece to teach children, regardless of our beliefs in how this came about.

We talked about Cosmic Education being part of a lifelong search for most of us on the issue of our identity and the meaning of life, a journey we continue with our students. Several participants stressed how important they believed it was to invite students to build their own belief systems and avoid imposing one on them.

On the specific issue of Peace Education, we got involved in a lengthy discussion of the dangerous impact of excessive television viewing or video games played by our young people. Many of the participants had stories to tell about the effects they witnessed of such influences on their students.

We also talked about the difficulty of helping children overcome the impact of what the rest of society teaches them, including their parents at times. Children are sometimes taught to use violence to solve their difficulties or conflicts, and we have to give them the language and other tools they need to use alternative means of solving conflicts.

ISSUE #7: Creating Community and Changing From Within

CONVENER(S): Susan Smith, Amy Seibert, Wanda Rothrock

PARTICIPANTS: Patricia OKeefe, Probha Williams, Najma Shah, Lori Byrne, Jeff Weesner, Wanda Rothrock, Stacy Gomuk, Kathy Davidson, Kathy Roeman, Amy Seibert, Susan Smith

SUMMARY OF DISCUSSION:

Things to Ponder:

Relationship building is vital - 3 levels

1. Ourselves and other adults
2. Ourselves and children
3. Children with children

We need to remember - It is a process, not a product.

We want normalization - We must start with ourselves

The classroom culture and community come from the staff and administration

- Modeling is so important
- They learn by watching us
- They can sense if we are anxious or angry

Societal changes - fear-based

Audiotape - John Chatham-McNichols - Roving Packs of 5 year-olds

Ideas For the Classroom

- Class Meetings
- Classroom Learning System (CLS) - there is a website for it if you look it up - can also go through pinellas county school website (www.pinellas.k12.fl.us) - (lots of good ideas for community building and getting kids to take ownership of learning and classroom)
- Help teach the children from being egocentric (help them cultivate their inner guide)
 - Montessori cosmic education - humbling
 - Use think alouds to model your thoughts (also while apologizing or giving thanks or reflecting on day in general) MODEL
- Adults may have to take the place of older models at times
- Use a peace rose/peace table/or peace keepers
- positive framing - tell them what you want
- catch them being good - specific ideas - bulletin board with fish explaining something nice they did - Helping Others Tree (both children decorate a tree with animals, flowers when one does something nice - READ NURTURING THE SPIRIT by Aline Wolfe - also in this book is the Gandhi quote spoken about - I offer you peace, I offer you love, I offer you friendship. I hear your cry, I see your beauty, I feel your pain. My wisdom flows from my spirit within. I salute that spirit in you. Let us work together in peace.)
- The Golden Rule (also religious teaching of any sort - if possible)

- Observer's chair - one person watches and discusses things at circle that they noticed about the group or individuals - positive only

Changing Ourselves/Self-Awareness

- FAITH, FAITH, FAITH

- Stay Calm

- Reflect

- Show thanks and appreciation and RESPECT to all - apologize when needed!

- Come through the door with a clean slate (kids know when we're upset)

- Tell how helping others makes us feel good - and ask if it felt good when they did something nice - to nature or people

- Meditations

- Motivating Poems

- Learn from the Children - Observe

- Self-respect must come first

We found that these two areas really intertwined, yet that we must start with ourselves!

We had fun and learned through some great discussion. Thank you all for participating!

You are wonderful teachers (even as parents!)

ISSUE #8: Montessori-education.com - an independent web site of best practices for Montessori education

CONVENER(S): John Chattin-McNichols

PARTICIPANTS: Sandy Bowser, Carole Campbell, Carmen Collier, Lynn Wallace, Michael Dorer, Lucy Canzoneri-Golden, Juliet King, Harvey Hallenberg, Aliyah Shakirah

SUMMARY OF DISCUSSION:

JCM has reserved a domain name separate from his training program website.

He is going to use it to put up "Best practices for Montessori education."

He is going to focus on ages 3-6 and 6-9 to start.

It will not be an open or democratic forum, but rather JCM's ideas of best practices drawn from his experiences. He will, however, allow people to register alternative points of view if he feels that would help the picture to become clearer. The goal is to have a repository of these ideas for teachers, administrators, and parents to look at and compare to what is going on in schools.

The group:

Liked the idea of the website and did not object to the idea that it be JCM's, neither AMS's or democratic.

Suggested a number of categories, such as

Peace studies

The role of the teacher, in areas such as intervention, tone of voice, physical contact

Record keeping

Discipline issues

Choice vs. contact; contacts and the Dalton school plan

Free movement between classrooms in a multi-level school

Standards to move up to the next age level classroom

Parent/family education and involvement

Three year age span

Curriculum issues (many)

Meta-issues such as: What makes a practice a "best practice?" Does it have to have research support or (only) support from Montessori's writings?

The website will need examples of these practices, vignettes of schools that are doing them, and pictures of these practices in action. The group was encouraged to support the idea by communicating and sending these vignettes and pictures from their schools.

ISSUE #9: How Can I Get My Children to Move from PL to Math and Language?

CONVENER(S): Jane Ward/Swartz Creek, MI

PARTICIPANTS: Leigh Lasik, Linda Kingsbury, Caroline Taylor, Laura Lumetta, Fran Fura, Jane Ward (Texas), Debbie Montgomery, Nancy dutton, Joan Purdy, Pamela Parlontier, Amy Foster, Sonia Muniz, Silvana Strasburg, Debra Browne, Laura Kohlerschmidt (I'm sorry if I butchered any of your names).

SUMMARY OF DISCUSSION:

Working with a group of at-risk children, I found that many of them were unable to select their own work. I was afraid that I would stifle them by doing too much directing. I didn't want them to become too dependent on me.

The participants in my group suggested that I direct the child to the math or language shelf and then let them select which work they wanted to do. This would still give the child their own freedom of choice but within boundries so they may feel more comfortable.

ISSUE #10: Help! I need more songs and poems.

CONVENER(S): Jane Ward/Swartz Creek, MI

PARTICIPANTS: Joan Purdy, Laura Lumetta, Pam Parlontier, Jane Ward (Texas),

SUMMARY OF DISCUSSION:

We had great fun sharing songs, poems and movement activities as well as soaking up the fabulous Florida sun... Following is a group of songs that we shared as well as a list of tapes that we enjoy...

Ball In the Jack (Greg and Steve) (movement song)

first you put your two feet close up tight, then you swing 'em to the left and you swing 'em to the right
You walk in a circle kind of nice and tight, then you twist around, twist around with all your might.
shake your lovin' arms way out in space, then you bump, bump, bump with style and grace.
Put your right foot out and slide it back, That's what we call Ball in the Jack.

Sara Sponda (movement)

Sara Sponda, Sara Sponda, Sara Sponda Ret Set Set
Sara Sponda, Sara Sponda, Sara Sponda Ret, Set, Set
A Door A Oh
A Door A Boom Da Oh
A door a boom da ret, set, set
A say pa say oh.

The Washing Machine (movement) (Standing, hands on hips twisting like a washing machine agitating)

The washing machine, the washing machine, The greatest invention that I've ever seen
The clothes go in dirty, the clothes come out clean, The washing machine the washing machine.

Psh psh, psh, psh, psh, psh, psh, psh, psh, psh, psh, psh, psh, psh, psh, psh
Now spin out.

The drying machine the drying machine, the greatest invention that I've ever seen
The clothes go in wet, the clothes come out clean, The drying machine, the drying machine.

Now fold up (sit down) or hang up (put up arms)

Clap, Clap, Clap (movement poem)

Clap, clap, clap your hands as slowly as you can
Clap, clap, clap your hands as quickly as you can

Wiggle, wiggle, wiggle your fingers as slowly as you can
Wiggle, wiggle, wiggle your fingers as quickly as you can

(add other parts of your body)

Reach Up High (movement poem)

Reach up high, down low
Slowly up with your tummy muscles
shoulders forward, shoulders backwards
Roll your head to the right
Roll your head to the left
Get the quiet wiggle worms out.

Open/shut them (movement poem)

Open, shut them, Open shut them
Wiggle them in the air.
Open, shut them, Swish them through the hair.
Shake them all around
Pat them on the ground
Reach up to the sky
Cover up one eye
Give a little clap and
Fold them in your lap.

This is My Body (movement poem) (To be done with pairs of children)

This is my body, my wonderful body
I'm getting taller, I used to be smaller
Round and round in my wonderful body
Shake my hand, look at you
You have a wonderful body too!

On My Head (movement poem)

On my head, my hands I place
On my shoulders and my face
On my hips and at my side

Then behind my they will hide.
Then I hold them way up high, Make my fingers fly, fly, fly
Hold them out in front of me
Then I fold them one, two, three.

These are Mother's Knives and Forks (poem) (Hold fingers in the "this is a church, this is a steeple)

These are mother's knives and forks and this is mother's table
this is sister's looking glass (put up pinkie fingers)
And this is baby's cradle (put up both pinkie fingers and index fingers)

One Finger One thumb (standing, movement song) (put up one finger and one thumb)

One finger, one thumb keep moving
One finger one thumb keep moving
One finger one thumb keep moving and chase the blues away, and chase the blues away.

One finger, one thumb one elbow keep moving
One finger, one thumb one elbow keep moving
One finger, ne thumb one elbow keep moving and chase the blues away, and chase the blues away.

One finger, one thumb one elbow one knee squat down stand up keep moving, etc.

(you can keep this up until the kids or you are exhausted)

Wiggle fingers (poem)

Wiggle fingers, wiggle so, wiggle high, wiggle low
Wiggle left, wiggle right, wiggle fingers out of sight.

Don't say Ain't (poem)

Don't say ain't or our mother will faint and your father will fall in a bucket of paint
Your sister will cry, your brother will sign and your cat and dog will say good-bye!

I Have 10 fingers (poem)

I have 10 fingers and they all belong to me
I can make them do things, would you like to see? i can shut them up tight, or open them wide. I can hold them in front, or make them all hide.
I can put them up high, or put them down low, I can fold them all together and hold them just so.

Alligator Pie (song)

Alligator, alligator, alligator pie , If I don't get some I think I'm going to die
Take away the green grass, take away the sky
But please don't blow away my alligator pie
"Cause I love alligator pie.

Alligator, alligator, alligator steak. If I don't get some I think I'd going to break
Take away the ice cream, take away the cake
But please don't take away my alligator steak.
"Cause I love alligator steak.

Alligator, alligator, alligator stew. If i don't get some I won't know what to do
Take away my new sock, take away my shoe
But please don't take away my alligator stew.
'Cause I love alligator stew.

" " " soup. If I don't get some I think I'm going to droop.
Take away my beanie, take away my bloop
But please don't take away my alligator soup. etc, etc, et,

I Feel Wonderful (song)

I feel wonderful, I feel wonderful
Because it is a glorious day
I feel wonderful, I feel wonderful
And I'd going to stay that way.

We Love Our Flag (song)

We love our flag, our beautiful flag
It's red and white and blue
We love our flag, our beautiful flag
It's red and white and blue.

She's So Precious (sung to Skip to my Lou)

_____so precious yes she is
_____so precious yes she is
_____so precious yes she is
_____is so precious.

I Wish I Had a Little Red Box

I wish I had a little red box to put my _____ in
I'd take her out and kiss, kiss, kiss
And put her back again.

A Hunting we will Go

A Hunting we will go, A hunting we will go
We'll get a _____ And put it in a _____
And then we'll let him go.
(put rhyming words in the blanks)

Skunk's Hole

Well, I stuck my head in a little skunk's hole and the little skunk said "why bless my soul.
Take it out (click, click) take it out (click, click) Take it out, (click, click) remove it".
Well I didn't take it out and the little skunk said, "you'd better take it out or you'd wish
you had, Take it out (click, click) Take it out (click, click) Take it out (click, click)"
I didn't remove it. PHEW!!!

Friend song (Two children in the center of the circle holding hands)

Friend I like to be with you
Work with you, play with you
And friend when we are far apart
I'll still be friends with you. (hug)

Jack and Jill

Jack and Jill went up the hill to fetch a pail of water
Jack fell down and broke his crown and Jill came tumbling after.
Up Jack got and home did trot as fast as he could caper
Went to bed and plastered his head with vinegar and brown paper.

Excellent Tapes:

Hap Palmer, Ella Jenkins, Song sisters (Julie Austin), Frank Leto, Red Grammer
(Teaching Peace), Jack Hartman, Mr. Al

ISSUE #11: Free Art, Success, and Self Confidence

CONVENER(S): Jeff Weesner

PARTICIPANTS: Vanessa Desiree, Maria, Lau, Sory, P.B.D., Julie Perez, Liuia Adams, L. Metz, Maui Jenkins, Debra Browne, Lee Ann Gattorno, Jill Gueuthu

SUMMARY OF DISCUSSION:

Let them share art with you - with few boundaries.
Their success is guaranteed - they're doing it. Mistakes are a part of creating.
Confidence comes with time, tools, and acceptance that we all different opinions - it is enough to like our own work.

From as early as 18 months, I have worked on works of art with my children. Beginning with a large piece of paper taped to the floor, the child sitting on the paper, and crayons (water color brushes, or pastels strewn about. Even at that age, you can see them get excited, trying to control their hands, and being thrilled with any mark that hits the paper. This can be done at any age. Whether children want cooperative or parallel play, they can participate with you on a large work.

One year I was asked by a teacher to encourage my kindergardener to draw over the summer so he would be more likely to participate in the class when he returned in the fall. As soon as I suggested the idea, the answer was "no". He was defensive and knew that he had been set up. [As it turns out, this was only one way in which he ovoided or appeared to be uninterested in work in which he might fail.] I drew anyway. I drew attention to my weaknesses, made a mess, enjoyed my work, and asked his opinion. Kids will criticize, complement, tell you what they see, help you, and sometimes add to the work. You want them engaged, taking chances. Art is a great place to gain confidence because the evaluation is subjective. Short of not trying, there should be little opportunity for failure.

Once a child is engaged, you have the opportunity to ask questions about interpretation (Tell me about this. What do you see? How did you know to do that? Ask for the story). Any thing he does is good, cool, interesting, neat. [I've never seen that, show me how to do it.]

What ever it becomes, defines perfection for itself. It achieved being exactly what it is.

This is also a time when we need to introduce the concept of differing opinions. Some people will say it is great or good. Some people will say something nice, even though they do not understand, do not see the same things, or dislike the work and that is ok. We can't change that. [A good exercise to illustrate the idea, is interpreting clouds together.]

Understand that much of this happens over time, over many projects.

While art may be free and open to interpretation, the artists skills (tools) enable greater opportunity to make choices and participate in a greater range of works. Accomplishing the skill should not overshadow enjoying the work. If you are working along side children, you can model techniques. They will copy, mimic, and repeat a technique until they are comfortable with it. [It goes in their tool box of skills to be used when they choose.] Dotted, tapping, streaking, shaking, scribbling, tiny concentric circling, shading, striking the paper with pens, pencils, pastels, crayons can all be modeled. [I usually remove the paper from crayons and let them hold it their way, they will eventually copy me.] Kids can draw without erasing. Surprisingly, kids can learn to observe something and draw a beginning line without lifting their hand without looking at the paper. [Start with lines, shapes, eyes open looking ahead, eyes closed imagining, etc.] For adults it can be a tough mental exercise because they believe it is hard.

Sometimes when I am doing nothing, I draw, paint, or work clay for a short period to model the behavior. It only works if you enjoy the work. My kids do this now on their own. We still do projects together.

We have worked on a variety of projects - different supplies, surfaces, including non-traditional.

Large paper taped to the floor

Group drawing with an adult to morph the images into one work

The mud pit

Using mud, sand, grass, etc. for clay modeling. Dry some, bake some, add stuff to some.

Tape covered objects as models.

Pastels, copy from another painting, hairdryer to melt together - impressionist.

The group of teachers exchanged many ideas.

Bubble Art

coffee filters, color blending

food art

making snacks early

following womens/ home magazines for the season

chalk on fence, boardwalk, driveways

plantain w/patte knife - cut and assemble

homemade playdough (older kids)

use cookie dough as clay

using substances inside plastic bags - pudding, whip cream, shaving cream, jello, hair gel

spray guns with water color

old aprons & shirts - outside art studio

painted shirts

hand & foot print shirts
painted plates - ceramic, plastic
paper tears
paper mache
build a tee pee w/ bamboo and painted blankets (tarp for water proofing)
sponge designs
easle painting

putting out multiple choices, to allow child to select and pursue work
friendship quilt
Cut outs

ISSUE #12: Quantum Montessori: Learn Without Conscious Learning

CONVENER(S): DR. RUTH SELMAN <SHALOMRUTH@AOL.COM>,
DR. JERRY SELMAN <JERUHE@AOIL.COM>

PARTICIPANTS: ILYA C. TULLOSS <ITULLOSS@MAIL.BARRY.EDU>
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SUMMARY OF DISCUSSION:

OUR NANO-MEETING ON QUANTUM MONTESSORI--AN OUT-OF-BOX
CONCEPT FOR BRING MONTESSORI INTO THE NEW MILLENNIUM--
PROCEEDED ALONG TWO LINES. THE DISCUSSION OF QUANTUM
MECHANICAL THEORY ITSELF, AND THE APPLICATION AND
MODIFICATIONS OF CLASSICAL MONTESSORI THEORY NECESSARY TO
BRING IT IN INTO THE DIGITAL WORLD OF THE FUTURE.

MONTESSORIANS MUST FIT INTO TODAY'S WORLD, AS WELL AS
TOMORROW'S QUANTUM-EVERYTHING WORLD.
QUANTUM MECHANICS STARTED NINETY YEARS AGO, AT THE SAME TIME
AS MONTESSORI. MANY NOBLE PRIZES HAVE BEEN AWARDED TO
PHYSICISTS WORKING IN THIS AREA, INCLUDING EINSTEIN, DIRAC,
FEYNMAN, SCHROEDINGER. PLANCK. THE LATE RICHARD FEYNMAN,
WHO RECEIVED THE AWARD [1965] FOR HIS WORK IN QUANTUM
MECHANICS, SID THAST NOBODY UNDERSTANDS QUANTUM MECHANICS!
STARTING OUT WITH THE FACT THAT ATOMS CAN BE BOTH A PARTICLE
AND A WAVE LENGTH, UPSETTING ALL OF OUR CONVENTIONAL LOGIC,
LEADING TO SUCH TERMS AS "SUPERPOSITION," "ENTANGLEMENT,"
FRUSTRATION," "COHERENCY." ANDS TO STATEMENTS---
"EAT YOUR CAKE AND HAVE IT, TOO!"
"IT'S NEVER TOO LATE TO HAVE A HAPPY CHILDHOOD!"
"YOU CAN DANCE AT TWO WEDDINGS AT THE SAME TIME!"
QUANTUM MECHANICS HELPS US MEET THE MULTIPLE GLOBAL POINTS
OF VIEWS IN TODAY'S CULTURE: IT IS ALL INCLUSIVE, OPEN, NON-
FRAGMENTED, AND WITH MORE UNKNOWNNS ("UNKS" AND UNK-UNKS)
THAN WE WOULD LIKE TO WORK WITH. OUR MILLENNIAL POSTMODERN
WORLD IS A BABYLON OF SIMULTANEOUS POINTS OF VIEW; ULTIMATELY
IMPACTING TRUTH AND REALITY.
WE BORROW TWO PRINCIPLES FROM THE HAWAIIAN SHAMAN---PONO,
EFFECTIVENESS IS THE MEASURE OF TRUTH. IF IT WORKS IT IS TRUE.
MONTESSORI WORKS---THEREFORE, IT IS TRUE. ALOHA, TO LOVE IS TO
BE HAPPY WITH,
FROM THE GREEKS WE BORROW THEIR TWO DEFINITIONS OF TIME:
CHRONOS TIME (LINEAR) AND KAIROS TIME (THE NON-LINEAR ASPECT),
KAIROS TIME IS WHEN PEOPLE LEARN. IT IS THE TIME OF PASSIONATE

CREATIVITY, THE TIME WHEN THINGS HAPPEN---WHEN PRAYERS ARE ANSWERED. WHEN EVERYTHING WORKS OUT PERFECTLY [EWOP].

ALTHOUGH MONTESSORI'S VISION INCLUDES THE EMOTIONAL MOIETY, IT DOES NOT PROVIDE A SYSTEMATIC EXPLORATION OF THE WHOLENESS OF EMOTIONS-DESIRES-FEELINGS, OR THE INTERRELATIONSHIPS OF THE VITAL TRIAD OF PHYSICAL-MENTAL-SPIRITUAL SUBSYSTEMS INHERENT IN THE QUANTUM LOGIC.

QUANTUM MONTESSORI IS THE VISION NEEDED FOR SURVIVAL IN THE NEW MILLENNIUM. AS OUR LIVES ARE "ENTANGLED" IN NEW PARADIGMS, PARADOXES AND PUZZLES. WE MUST CONTINUE TO CO-EVOLVE IN AWARENESS, MORAL AND SPIRITUAL DIMENSIONS.

ISSUE #13: Getting Parents to Understand Montessori

CONVENER(S): Walter Ebmeyer

PARTICIPANTS: five or six whose names I neglected to get?

SUMMARY OF DISCUSSION:

First we have to clear up misconceptions: Montessori is a religion, a cult. We have to get parents to appreciate Montessori as a different means of education - like the difference between AM and FM. If all they think about Montessori is that it's a lovely little school with nice teachers, they'll be open to approaches from local Friends schools and the local country day. So our way to identity is to teach about Montessori and our way with children. So how do we do that?

Hold parents meetings. But few come, and they are the old regulars.

Get books into their hands - Aline Wolff's Parents Guide to Montessori or Kit Futrells' Normalization. But how to get them to sit down and read? They're all too busy.

The only time we seem to have their attention is during admissions tours and interviews. Get the message out then. Your admissions guides and interviewers must be true believers and must push the message.

ISSUE #14: Following the child while following a work plan/ Scientific observation of children and record keeping

CONVENER(S): Alys Cross- Montessori Academy at Belmont Greene, Ashburn, VA and Harvey Hallenberg from Clairmont Montessori, Boca Raton, Florida

PARTICIPANTS: Wanda Rothrock, Marion shelty, angela Izzillo, Judi Charlap, Bonnie Surrell, Julie Barnes, Patricia Okeefe, Leigh Lasck, Pamela Miller, Bobbi Ann Helgeson, chris Brown, Beth Gorski, Diane Gertsen, Dana dale, Rachael Pulido, Marion shelley, Rebecca Little, Caroline Taylor, Mike Catalano, Therese Hester, Debbie Montgomery,

SUMMARY OF DISCUSSION:

The two issues above were combined into one discussion. Both issues held an interest for those involved and it was also felt that the issues related to one another.

The following are some highlighted notes and thoughts from the session.

*****The lessons we give are offerings, not commands. children should be allowed to select from those offerings what is most important to themselves. *****

Maria Montessori- Follow the child.

The Children's choices are as important as what we tell them to do.

She did not promote one assignment after another.

Record keeping- the hallmark of science. Keep records of what they are choosing.

Concensus of the group was that a work record faired better than a work plan. Some guidance as to the "Academic" selections can be offered and negotiated. let the child know: Skills either improve or deteriorate. Skills need working on in order to improve. if not, they will deteriorate.

It is a human instinct to want to progress. Children will naturally progress when provided with an enriched environment.

Children must have an enriched environment.
Shallow work is meaningless to the child.

When a child shows interet in a work, don't take them away from it!

Montessori Materials- Anything that stimulates them to learn. Whipe off boards, home made materials, anythiung you have access to! Maria montessori borrowed everything available to her. A true scientist. ecelectic.
If she were alive today she would be using everything at her disposal.

Back away from children to write things down. It stops you from over teaching. Important to record what a child chooses.

****Homework****

Again it is the general consensus that homework is not necessary. It is ill perceived by parents that homework and more homework means a better education. If parents want children to have homework, send home a list of ideas for parents to do with children at home.

Reading is the only "homework" that should be required.

Parents need to be educated as to the Montessori method and philosophy. When they are, they will understand that it is not necessary for children to have homework in order to be successful and responsible.

Give lessons, then stand back and observe what they choose. some times they will choose to follow up on a lesson sometimes not. A negative result is not bad it's just negative.

Work Records.

Children record what they have done. Keep it simple. one method that was used by one of the educators was to simply circle the work listed on a pice of paper. when they did readingthey would circle reading.

If creating a workplan for each child, it is time consuming but can work. First let children write down what they want to do. You can add by suggesting additional "necessities"

Instead of "I think you should do this"

"what would you like to do"

Forces child to make choices

"I don't think that is an adequate choice, can you think of something else?"

Be sensitive to children's different modes of learning.

Educate parents- Don't expect all work that goes home to be perfect.

Let parents know: "we can't catch it all" there is a human factor.

Daily work records go home as a form of communication as to what child di in class.

ISSUE #15: Bring Montessori out of the past into the present and future

CONVENER(S): Dr. Kathleen Bowser

PARTICIPANTS: Mimi Basso, Anna Perry, Marilyn Stewart, Mary Cooper, Linda Zankowsky, Bobbi Ann Helgeson

SUMMARY OF DISCUSSION:

1. Make a commitment to progress , 2. Interface with other educational movements and educators: NAEYC, ACEI, IRA, NAIS, CAPE and others, 3, Re-examine mission practices, 4, Use current research to explain and validate and expand our assertions, 5, Re-examine and throw out jargon, i.e, normalize, Directress, others, 6, Develop an action plan for AMS' strategic plan and intergrate it with everything AMS does. 7. Bring it tthe Public. 8 Mission: To reform best practices for ALL. children. 9, RESEARCH: a,} Look at current research for support of Montessori principles and practices. b.} Correlate research and practice. c.} Have a cognitive scientist with specialty in classroom applications. 10. Public Policy: a.] Awareness before advocacy, b.] Watchdog: [Politics 101], c.] Repot and inform the Montessori community. 11.] Teacher Education Programs back to the scientific pedagogue: a.]Infuse techer educational practices with critical thinking. b.] stop dishing out information; insist on professional development.

ISSUE #16: Designing New Work for the Toddler Environment

CONVENER(S): Laurie Metz

PARTICIPANTS: Megin Meyer, Mark Meyer, Terri Almaguer, Lori Byrne, Livia Adams, Lillian Kroenke, Gaylene Brotherton, Laurie Washburn, Prabha Williams, Laurie Metz

SUMMARY OF DISCUSSION:

Toddler Environment and Routines.

Good website - LittleRedRobin.com (? lookup)

Suggestions for work:

Color Wonder markers mark on special paper ONLY (from Crayola)
they also have stamps

Pumpkin marking _ p ut pumpkin on shelf with marker next to it. Child takes to table with marker and colors on it. child washes pumpkin and puts back on shelf

cordless vacuum

big lids and jars - maybe put objects in jars for children to find

drop items into plastic jug - pompoms are quiet, acorns are loud

use a wand magnet with magnetic puzzles instead of stick and string

scarves in old wipe container

"frosting" sponge with shaving cream

chalk with black paper

shredding burlap, then put shreds in bird cage to keep mess down

toothbrush holder with little clothespins to put through the holes

tin with a slit and poker chips

Line time suggestions:

give each child an object to hold and sing appropriate song (little spiders/Itsy Bitsy)

Song extensions (huge spider, if your sad and you know it)

Put dots on the floor instead of a solid line

Motion songs (sammy song, elephant song)

Hap Palmer CD

ISSUE #17: Meeting the challenges of keeping Montessori authentic in a Public School setting.

CONVENER(S): Jean Christianson and Leah Black

PARTICIPANTS: Diane Jasinski, Barbara Seidner, Nancy Hodge, Pam Partenteri, Joan PurdyBarbara Durrer, Michael Duffy, Jane Ward, Adrienne Moyer, Kathy Branch, Susan Jefdrar, Melissa MacQueen, Linda Zankowsky, Jill Marsden, Michael Dorer, Susan Smith, Amy Seibert

SUMMARY OF DISCUSSION:

Concerns that were brought up included:

A. Keeping the integrity of Montessori in a public school setting

B. Growing a new program: *grouping by age vs grade
*moving from K-1st/3rd-4th, 5th-middle school
*losing children and how to integrate new children

C. How to deal with state standards and standardized testing and how to keep from hurrying students and stressing staff

Discussion: In addressing melding state standards with the Montessori curriculum, we need to remain aware that the scope of the Montessori curriculum is much richer than the standards but that the sequence is different. So, the same and even more is covered but at different times. We need to examine whether to modify the sequence so as to fit better with the time constraints of testing, etc. Is this possible? Or really desirable.

We need to trust in the Montessori curriculum to prepare our students to more than do well. To enable administrator, parents and other non-Montessorians to better see what the curriculum presents, a scope and sequence could be developed from the curriculum in our albums. This may provide the information to show how Montessori meets and more than meets the state standards and could be tailored for different states. If a website was established for public school Montessorians, work on this scope and sequence could be done on a cooperative basis.

In Florida, public Montessori schools, including staff and administrators, could get together to lobby the legislature to recognize the special nature of the Montessori Method and get waivers from the many special and traditional demands to protect the children's work. We need to come up with a good plan to show them. Also how do we satisfy parents when they ask how their children are going to get PE, art, music, etc.

When looking at standards, we need to realize that many of them are really good and can provide guidance in what we want our children to know and be like when they leave us. The end points can give guidance but we need to delineate what "we" need to do to get

the children there. Are we as Montessor presenting the curriculum adequetely? In making a scope and sequence available, we take the curriculum out of the albums and make it accessable to others and help keep us on track too. When every classroom does its own thing, it is really confusing to others. It would be beneficial to get common goals . This needs to come from the teacher themselves. It will take time and energy to work out. So we need to work together. Please add your ideas to help make this happen. It would help everyone teach the children and meet their needs and help destress the teachers too.

ISSUE #18: How Can Charter Schools Address Accountability/Testing Without Compromising Montessori?

CONVENER(S): Lucy Canzoneri-Golden and Juliet King

PARTICIPANTS: Jean Christenson, Theresa Hester, Mike Catalana and Dr. Ijya Tulloss

SUMMARY OF DISCUSSION:

All Charter schools must face testing. There will continue to be more and more testing because of "Leave No Child Behind". You must let parents know that sometimes, Montessori students do not do as well in testing in the earlier grades because the emphasis is on the concrete; however as they advance through the upper levels, the trend of greater success in standardized tests becomes more apparent.

The key to successful test scores is to continue to use the Montessori materials and teach analytical and logical thinking skills to the children. The psychological attitude of test taking must be positive, fun and viewed as a natural part of the learning process.

Strategies:

1. Build it into your curriculum that before the children move on, they must be tested. They can take the test as many times as they want to improve their level of proficiency.
2. Teach children how to analyze through etymology and the materials (grammar materials, sentence analysis, the laws of the universe experiments, etc).
3. Build upon what they already know through their experiences working with the materials and help them make connections if they have not already done so.
4. Give students opportunities to verbalize concepts they are learning, ie. teaching others.
5. Strategies suggested pertaining specifically to math :
 - a. when adding, counting on as opposed to starting with one
 - b. knowing what makes ten
 - c. knowing that five is one half of ten in order to create a short cut to addition, ie. $7 + 15 = \underline{\quad}$ (In your head you compute $5 + 2 = 7$ so $15 + 5 = 20 + 2 = 22$.)
 - d. Play the exchange game with the dice. As soon as they have had enough experience with the exchange game, go directly into dynamic addition.
 - e. use the materials in different ways: before you go to lunch, show me with the colored beads how many different ways you can make 10.
 - f. learning doubles $(2+2)$ $(3+3)$ $(4+4)$,etc. and other shortcuts for memorizing math facts

ISSUE #19: "One Voice" Montessori Group - design, structure, priorities

CONVENER(S): Anna Perry (app1meca@aol.com) and Denny Schapiro (schapiro@jolapub.com)

PARTICIPANTS: Marylin Stewart, angela Izzillo, Paula Ilami, Michael Dorer, Tim Seldin, Carolyn Kambich, Peggy Loeffler, Virginia Varga

SUMMARY OF DISCUSSION:

A suggestion has been raised that a 'One Voice' Montessori organization be organized that would serve a wide variety of purposes that are not currently being addressed through the existing organizations and societies. This group would be inclusive of existing Montessori groups, and several meetings have already taken place among the leaders of several organizations that might come together to create this.

During this session we listed and evaluated possible activities that a 'One Voice' Montessori organization could take on. For a complete list including descriptors, please email one of the conveners.

The list included:

- Research
- Public Policy - information collection and dissemination on federal and state initiatives, possible lobbying.
- Marketing/Public Relations
- Educator based outreach (NAEYC, Headstart)
- Teacher Educator outreach
- Promote Standards
- Public and Charter School Support
- Leadership Development

The highest priorities for this new group to address includes: Research, Public Policy, Promoting Standards, Promoting Charter and Public Schools.

In the previous meetings among institution leaders, Research and Public Policy were also voted as top priorities, as well as Marketing/Public Relations and Leadership Development.

We then brainstormed possible organizational structures for this new group. Two suggestions were popular:

- A) U.N. Model - a coalition among existing organizations
- B) Council of Churches

Participants recognize that there would be some issues to be dealt with in terms of membership, funding, governance, but see the value of such a group.

ISSUE #20: Elementary Self-evaluation Question

CONVENER(S): Harvey R Hallenbery

PARTICIPANTS: Marian Shetley, Susan Bruni, Fran Gilmore, Heather K. McDowell, Debbie Montgomery, Dana Dali, Diane Gersten, John Phonix

SUMMARY OF DISCUSSION:

This was developed because of a need to get an evaluation form of communication with parents that does not degrade the child and also inform the parents, plus meet the needs of incoming students. Harvey had a classroom of 48 students and had a difficult time writing evaluation reports. After experimenting with different reports, he evolved a self-evaluation in 1978. He has used the same format ever since, updating the questionnaire every semester to reflect the areas covered. There is a difference between the lower and upper elementary. The child reads the sentence and fills in the circle at the beginning if the sentence applies to him. The upper elementary evaluation includes test questions and complete sentences. The Lower El consists of phrases. In lower el the teacher may have to coach the six year olds, even read it to them. It also evaluates the child in terms of feelings. An example for the lower el would be: I like cursive handwriting.

In 1990, Harvey work with a subcommittee to the Federal Government for Vocational Education. Statistics concluded 80 - 85% of children have high self-esteem when starting school and after high school only 5% have high self esteem. This is a failure of the public school system to symatically destroy self esteem and work ethic. We do not ever ask them their feelings.

Comments from the group: The do a self evaluation at 9-12, including social, emotional and academic.

The children can complete Harvey's evaluation in 2 to 3 days although some complete it in one day. He sends a copy to the parents before the scheduled conference. Harvey discusses goals using this evaluations with the child during the evaluation.

Some children may not be totally honest, but it's a low rate. Usually the child's answer is conservative.

Other school to whom he has sent copies, have never rejected it as not being sufficient.

Comment: What type of evaluation do you wish to see from a primary 3-6 teacher?

Piagetian Interview because it tells me what the child's interest is.

Discussion on what questions two participants asks their children: Who are your friends? Do you like school? How did you solve the problem?

They alos have the child verbalize to the teacher their responses. They have it internalized before meeting with the parents.

Harvey gave examples of his self evaluation form which someone will xerox and get to us.

Homework: Harvey encourages children to assign themselves homework and group projects. No homework is required. Even in secondary.

ISSUE #21: Italic Chancery Hand Calligraphy

CONVENER(S): Harvey R Hallenberg

PARTICIPANTS: Fran Gilmore, Marian Shetley, Alivah Shakirah, Laurie Shields, Vanessa Polito, Maria Ditega, Desiree Rosario, Nazneen Vicaruddin, Rhonda R Kamens

SUMMARY OF DISCUSSION:

When Harvey first met Dr. and Mrs. Claremont he became fascinated with his hands. In 1963, he took his training from the Claremonts. At the end of the training, Dr. Claremont hired a calligrapher to teach them how to write calligraphy to give them an understanding of what the child went through when he learned to write.

As an introduction we discussed that Johann Guttenberg's invented the printing press in Germany, but interest in the technology took off in Italy. They used the press to print everything, this caused literacy to spread. The first books were handwritten. Italic chancery hand came out of this. Chancery Hand gets the name from the chanceries that kept the important dates. Queen Elizabeth I started writing in Italic chancery hand. Round cursive handwriting started later.

The elementary child begins to recognize beauty. Maria Montessori believed that every child should acquire a craft skill before going through puberty, like calligraphy, crocheting, or knitting.

You can have the child to learn to write in pencil first. When it has an Italic look, give them a pen. You can introduce other styles of decorative writing that is esthetically pleasing. Mrs. Claremont said you can teach any technique to 6-9 as long as you have a set of sandpaper letters of each.

Romans wrote in block capitals. They did not have and punctuation or spaces between words. Later they put dots between the words. It is interesting to note that the child goes through this process in development naturally. Many children start with all their words put together and later put dots between the words.

You can start your history of writing with block letters. Explore these things with Upper Elementary children. Always relate it to history.

Have your children create their own anthology: collections of favorite poems, stories etc.

Calligraphy has a mathematical kind of spacing. The width of the nib is the guide. An ascender is 5 nibs wide. A descender is 5 nibs wide. Use graph paper. Do 3 or 4 on a line. This is done in an individual lesson. Point out the characteristics of each letter. Example: The top of the 'a' is flat. It has an angular look. Have them exaggerate the angularity if they do it too round.

Urge the child to practice one letter at a time. Older child likes more variety. For them alternate every 2 or 3 lines. Always have them choose and circle their most beautiful choice. This will help them develop their own esthetic views.

ISSUE #22: Creating a paradigm shift through education toward world peace and environmental awareness

CONVENER(S): Sharon Duncan, Waseca Learning Environment

PARTICIPANTS: Kathleen L Browser, Sandy Bowser, Kathryn Cole, Marie Scott, Judi Charlap, Ilya Tuloss, and others

SUMMARY OF DISCUSSION:

It was stated and agreed that we could do much within our classroom environments to model responsible behavior towards the planet. This might take the form of teaching not to waste water, paper towels, etc. This would be done within the context of understanding why.

It was suggested that teaching about other cultures was important to give the children a broader context for their personal experience. Cultures that might seem poor to us might be very happy. If our values are material, we might miss the point. Wealth is relative and subject to values.

Someone suggested involvement in the Heifer project as a way to reach out to people from other cultures and make a sustainable difference. This organization organizes the donation of livestock to families/villages in developing countries. Community service is a way of reaching out beyond our selfish needs and desires. Show them that enormous things can be accomplished through unity- lots of individuals working together to make a difference.

We discussed the nature of the paradigm shift that needed to take place. Our culture teaches us that mankind is above nature- the superior species. Some children balk at being included in the animal kingdom as a mammal. Everywhere in every way this message is put out. It is this belief that allows us to carelessly degrade the planet. The book "Ishmael" by Daniel Quinn was cited as a source on the subject. "Eva" by Dickinson is a children's book of a similar vein.

Talk went back to how we can impact children's beliefs and experience through their classroom experience. We can offer alternative attitudes that might open their minds. We can model peaceful resolutions and show how conflicts can be resolved peacefully. A peace mat and a rose to be held by the one talking is one such way. Teaching manners is important. The following response to a demand without please was suggested: "I would like to help you because it will make you feel good. You know, you can make me feel good by saying please." This response models respect and values feelings.

It was also suggested that respect could be taught to very young children. Respect can be described as acting as though someone or something is important.

It is important to demonstrate to children that for every action there is an equal and opposite reaction. Everything balances. This is true in human relationships and in nature. It is important to convey to children our community in spirit. Help them to identify with their spirits more than their bodies and feelings. They are not tired- instead their bodies need rest. They are not angry- they are having angry feelings at the moment.

In discussing the needs of man, the issue of defense came up. Some people had eliminated this need entirely from study because it was always associated with weaponry. It was suggested that defense could be protection as in terms of a fence to keep deer from the garden or sunscreen.

Ilya suggested a book called "The Round Table" by Annie Besant published by the Theosophical Society. It contains a poem that espouses the values discussed. Sharon related an experience that she had at a lecture given by the Dalai Lama. He spoke without a translator and it was often difficult to understand his heavy accent but one portion of the talk was heard with crystal clarity. He said that if we wanted to change the world, there was one thing that we could do that would have more impact than we could imagine. He said that we had only to change our negative thoughts to positive thoughts.

This idea can be shared with children by first helping them to distinguish between positive and negative thoughts. Have them give you a positive thought as they are dismissed from the circle. Feel the energy expand upon itself. It is this energy that will create a paradigm shift. Thank you to all who participated.

ISSUE #23: SERVICE: Community/ World Service

CONVENER(S): Carolyn and Tony Kambich

PARTICIPANTS:

Miriam Hinnant: The Montessori School at Young World Day School, NJ, Rebecca Little: New Gate School, FL, Carolyn Kambich: Deerfield Montessori Schools, IL
Tony Kambich: Deerfield Montessori Schools, IL, Penelope Bliss: Coral Reef Montessori Academy, FL, Barb Barkley: Eau Claire Montessori Charter School, WI, Megin Meyer: Hudson Country Montessori School, CT, Rachel Pulido: Summit- Questa- Montessori, FL, Patti Dougherty: Summit- Questa- Montessori, FL

SUMMARY OF DISCUSSION:

"CHILDREN HELPING CHILDREN" "Pathways to Peace"

Each child makes a difference---when we all participate, we multiply ourselves
We shared different giving projects; some of the projects discussed were; Heffer Project (Purchasing a farm animal for a needy area), "Every Child Bring One" (Food Drive), establishing Montessori Schools in Uganda, Africa, Knitting Hats for Preemie Babies in the Hospital, Soup kitchens, Adopting Families with Severe Illnesses, Intenational Pen Pals, Adopt-A-Child.

Final conclusion:

"NATIONALLY UNIFIED CHILDREN'S GIVING PROGRAM"

Our goal is to design a program that will in collaberation with other schools give locally and world wide each month. One particular country will be highlighted for each month or possibly the whole year. A percentage would go to a local organization and a percentage would go to intenational giving: (Example: 65% to worldwide and 35% to local) Each participating school would determine its own percentages of giving.

PROPOSED NATIONAL GIVING SCHEDULE for 2003:

SEPTEMBER--SCHOOL SUPPLIES

OCTOBER---FOOD

NOVEMBER---FOOD

DECEMBER---TOYS/ GIFTS

JANUARY----CLOTHING

FEBRUARY--- SHELTER

MARCH---MEDICAL ASSISTANCE

APRIL---TRANSPORTATION

MAY---BOOKS

Next step. To post on AMS Website and begin Networking with Montessori Schools and other organizations to encourage children to help children. Contact person for this project is Megin Meyer, #203-512-3508. Email: gymldy1@aol.com

ISSUE #24: standardized testing

CONVENER(S): mary gaudet

PARTICIPANTS: carole campbell pam sensale. joanna sordo, leah black, jacqueline van loan-garruento, ana corazos, susan bruni, heather mcdowell, belkis young, debbie madgruey, nancy dutton, diane jasinski, nazueen vicakuddi

SUMMARY OF DISCUSSION:

All participants from florida -3 from public school remainder private school. use SAT from Kindergarten thru elem Question about how often tests are updated? Align montessori lessons with test taking-use Albanesi curriculum or make lessons that introduce test format in independent work. Montessori Made Manageable is also helpful . Include test taking strategies. practice verbally giving test type questions to acclimate children to listening to directions. Some practice for 2wks before test. Elem teachers do 10-15 practice each am on math facts and lang review. This introduces them to format. Results-students usually do very well -teachers can see where there are weaknesses in individual students. Helps make parents aware of problems children have in objective ways. Can prepare children by asking questions that have them explain how and why they came to the answer- third period. It's important to get children identified with problems in learning before third grade so as to get intervention FCAT stresses critical thinking skills - they must problem solve- have them explain process- children have difficulty with why. Help them with test taking strategies.

ISSUE #25: HEADS OF SCHOOLS FORUM

CONVENER(S): Al Spiewak (MontessoriCorner@aol.com)

PARTICIPANTS:

Kathy Roemer (Kroemer@midsouth.rr.com),
Renee Farkes (Renee@Kingsley.org),
Cheryl Roman (Beikis@MariaMontessori.cc),
Mary Macintosh (mmacintosh@alcuin.org),
Linda Zankowsky (linda_zankowsky@wilmingtonmontessori.com),
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Patricia O'Keefe (Pokee554@msn.com),
Ruth Ann Azevedo (msfm@att.net),
Mary Gaudet (marygmes@aol.com),
Marykay Welsh, and others!
(If your e-mail address is mistyped, please let us know by sending a note.)

SUMMARY OF DISCUSSION:

The general consensus was that a Heads of Schools forum be offered at every conference. A networking event that allows for best practices to be discussed and shared, not a lecture. This would be like any other session and not a short "breakfast meeting."

We covered 4 areas during our discussion: Competing with Private Schools, Tuition Pricing, Financial Aid, Tuition Not Paid.

Competing with Private Schools:

1. The "other" schools REQUIRE admission at Pre-school level, which seriously affects Montessori pre-school programs.
2. The schools claim they "never" say they require pre-school admission.
3. One answer is to refer graduates to Montessori schools with Elementary Programs
4. Be cordial with departing parents, they may return when they compare the new school to the Montessori environment
5. Chicago--The schools in this area are sensitive to not pirating parents and avoid bringing the entire family when the oldest joins their elementary program.
6. In an area where there are 5 schools within miles of each other, establish a "working relationship"
7. Memphis--Operate under a code of ethics. Won't solicit each other's students by sending out mass mailings, and the schools all have a common admission decision date so parents don't have to promise to come to one just in case their first choice isn't available.
8. Get into the independent school network, share a website, network with a teaching college to have student teachers visit your site
9. Where the local schools are not getting along, take the first step by hosting a topic of common interest. Find a common problem (political threat, or how to explain going to

war to children, or how "Leave no child behind" affects the schools, or Montessori Week promotion).

10. Join local-regional organizations.

Tuition Pricing

The topic was concerned mostly with presenting tuition fees to parents, not how they were arrived at.

The first school head discussed how to present Elementary program fees. Stop looking like a "baby school" by dropping the blocks from the logo. Not a "pre-school" but a SCHOOL. Not a day care center. Pricing is higher because of teacher credentials. No fund raisers selling candy, etc.--stick to professional appearances, ask for cash.

A second head suggested bring in a consultant (Jonathan Wolf). One of the conclusions was that parents were more likely to accept higher tuition if they could understand the value. This means dropping the Montessori jargon ("Practical Life") and explain what the children do.

A third head suggested going to the NSSE website. It does a good job of pulling together best practices nationally.

Discussion about giving pricing over the phone:

1. Give the fee, if it is too high, they won't come in and waste your time.
2. Don't give the fee, show the school first.
3. Phone interview process, screen the caller and decide whether to give the information and when not, also when to send the 37 cent brochure and when to send the \$2 one.
4. It may help to state that "we give financial aid"

Financial Aid

1. Offer "work-study" programs where the parent of a student works at the school as an assistant and receives a reduced tuition in exchange. There may be tax implications involved where the school must issue 1099's to these volunteers.
2. Financial aid agreements can require volunteer work as part of the arrangement (no 1099 problem).
3. Use School & Student Services (in NJ) for administering the financial aid decision. The applicant still turns in a tax return and a work commitment to the school. If the financial aid recipient does no volunteer work, then no aid the next year.
4. Volunteer work is typically 10 hours required of all parents, but it is 50 hours in parent co-ops, with a \$600 penalty if not completed.
5. Scholarships are budgeted at a percentage of total tuition. One school uses 7% but it could be any amount. Part of that money is set aside for emergency needs during the year (parent out of job, etc.)
6. Offering financial aid helps offset the Montessori elitist image
7. Parents prefer to fund "economic diversity" and is a good reason for a fund raiser
8. Note: keep a cut-off date for applications.

Tuition Not Paid

1. Use a step process to collect over 90 days. Experience to date is that the fees are paid by the 75th day.

2. Charge fees in advance so the failure to pay is for a period not yet earned. Have a policy in place in case of emergencies.
3. Parents who are delinquent must work with the school, if they don't, enforcement of policy tends to be strict.
4. Send to collection, somewhat successful, but school may suffer
5. Will forgive tuition if circumstances warrant.
6. Others will collect even small amounts to remain fair to everyone
7. Avoid the problem by having discounts for year-in-advance payments
8. Use post-dated checks, where legal, parents tend to make sure they will be covered.
9. Use deposits and advance payments to pay off the full tuition long before the end of the academic year to avoid having unpaid tuition
10. Registration fee--part of the tuition, non-refundable (there was a wide range of amounts among the school represented)
11. Automatic withdrawal of tuition from checking accounts--used only for monthly fees. Schools have had problems with insufficient funds in the accounts.
12. Credit cards--generally don't work. The ones who most need it to stretch payments are over-extended on their credit lines and the charges don't go through, the fees are expensive (\$12,000 per year for one school), and having the cards as a convenience for parents to accumulate airline miles is not significant enough to overcome the problems.

ISSUE #26: Foreign Languages in Primary Classrooms

CONVENER(S): Saleha Hafiz

PARTICIPANTS: Prabha Williams, Sheila Mayo, Lashontica Bahie, Marie Howe, Nicole Cozout, Ursula Escusa and M. Welsh.

SUMMARY OF DISCUSSION:

This session started by discussing the importance of exposing primary children to a foreign language as an extension to the Montessori cultural curriculum. All participants' schools offer a foreign language in their programs but the way they are implemented varies from one school to another; Most of the primary classrooms have a foreign language teacher visiting the classroom for fun activities on the line, some others have a group of children leave the classroom to meet with their Foreign language teacher, while others are fortunate to have bilingual Montessori teachers interacting with the children on a daily basis.

Participants brainstormed on how to better incorporate a foreign language following Maria Montessori's philosophy. Here are some ideas:

- Children should be free to choose whether to participate to the Foreign Language group activity when the foreign language teacher steps in the classroom.
- Use as many hands-on activities, sing along songs, small objects, puppets and fingerplays (and other manipulatives).
- Audio tape books and bilingual storytelling seem to invite children.
- Make some space in your classroom to display the lessons presented to the children, such as a foreign language shelf or table for children to use at any time of the day and practice the vocabulary introduced in group.

ISSUE #27: Love

CONVENER(S): Ursula Escuza

PARTICIPANTS: Ruth Selman, Debra Browne, Marie Howe, Najma, Stacy Gumul, Joan Purdy, Margaret Ford, P. Williams, L. Parlontieu.

SUMMARY OF DISCUSSION:

Love: What does it mean to you?

General Discussion: Laughter, joy, hope, peace, life, all sense for openness, true, honesty, respect for others and self respect.

LOVE:

L: Laughter

O: Openness

V: Vision

E: Empathy

The group shared personal experiences:

- The intelligence of Love.
- The ability to listen.
- The importance of role playing to problem solve.
- Love and respect.
- Love for the environment.
- The importance of a peace shelf and its contents.
- The silence game.

MAIN TOPICS

The Teacher as an important part of the environment to promote peace and love:

- Respect the child
- Treat the child with integrity.
- Follow the child.
- Use a peaceful voice using respectful words.
- Create an interesting lesson/materials.
- the teacher as a role model.

Love for Montessori Materials:

- Lessons should be presented with excitement.
- Gracefully presented.
- Role model soft, gentle touch.
- Show love for the lesson.
- Take good care of materials at all times.
- Encourage children to dust and keep materials clean.

Love for Classmates:

- Respect each other.
- Problem solving skills.
- Use proper words at the right time.
- Gentle touch.
- Self-respect.

ISSUE #28: Montessori's Research Agenda

CONVENER(S): Margaret Loeffler

PARTICIPANTS: Anna Perry, Walter Ebmeyer, Pam Crisman, Paula Ilami, Angela Izzillo, Lynn Wallace, Adele Magdoon, Maggie Kruger, John Chatten-McNichols, Jane Vail Ward, Renee DuCharney-Farhes, Luy Canzneri-Golden, Juliet King, Virginia Varga, Denny Schapiro, Celma Perry

SUMMARY OF DISCUSSION:

An outline was presented of Montessori research that has been initiated in the last three years following the Research Colloquium held in March, 2002. Among items discussed were:

- Agenda defined at the Colloquium with three Phases:

1. Defining the characteristics and dispositions that Montessori described as natural to the child and the elements that she said were necessary to support and foster this natural development: the environments, the curriculum and the suggested practices at each age level. A second and complementary area of study in Phase one has been the careful study of what others have said, and are saying, about the importance of these characteristics and dispositions, including the descriptive terminology used.
2. In-depth study of the characteristics and dispositions identified in Phase One and the important elements affecting their development within an educational setting.
3. A study of the retention of the characteristics described by Montessori and seen by her as universal and important to the full development of the human adult.

- A set of ten outcomes have been devised from Montessori's work and from the contemporary books, "Habits of Mind" published by the Association of Supervision and Curriculum Development, a well-respected general education organization. The BOLD titles are Montessori's four Characteristics of the Normalized Child, as first defined in "The Absorbent Mind" but extended through all planes of development. These characteristics are further described using the terminology and ideas from Habits of Mind:

ABILITY TO CONCENTRATE

1. Sustains attention to complete activities independently.
2. Shows thoroughness and accuracy
3. Exhibits Organizational skills

NEED FOR AND ENJOYMENT OF WORK

4. Enjoys new challenges, is intellectually curious, responds with wonder and awe.
5. Exhibits problem solving abilities
6. Exhibits creativity, imagination, innovation and humor

SELF-REGULATION AND SELF-DISCIPLINE

7. Takes responsibility for own actions
8. Makes appropriate choices to complete tasks and meet goals

SOCIABILITY

9. Communicates needs, concerns, feelings, and opinions
10. Works cooperatively and productively with others

- Observable outcomes have been drawn from each of these for use by teachers and for research purposes. We are in the process of working with staff from NYU in creating a research proposal in which these 10 characteristics will be tested in Montessori and non-Montessori classes. Standardized testing results will also be evaluated. A grant writer has been hired to write this proposal seeking funds from foundations. \$60,000 has been raised from Montessori Schools from across the country.

- There are two current research projects in process that are still looking for input from the Montessori community:

1. School surveys that gather basic data from all Montessori schools regarding demographic of their population, including standardized test scores,
2. "Voices from the Field" is a qualitative research project that seeks to collect rich contextual descriptions of children's activities and behaviors in current Montessori classrooms. These vignettes when gathered will be analyzed for dominant themes that have frequent occurrence.

To participate in either of these projects - and we do have a great need for your participation - please go to www.amshq.org and follow the prompts for "Voices from the Field" and the School Survey.

- John Chattin-McNichols suggested checking out a summary of other Montessori research projects on his website: www.meipn.com
He and Peggy Loeffler also agreed to organize a request for proposals from Ph.D. students in Cognitive Psychology to do a review of current research in the field that both supports and does not support Montessori education. A fee of \$5,000 will be paid to the student for his or her work in compiling and analyzing this review of literature.

ISSUE #29: MACTE On-Site Evaluator Team Training for Teacher Education Programs

CONVENER(S): Peggy Herda, MACTE Commissioner and Doris Sommer, AMS Director of Teacher Education

PARTICIPANTS: Several representatives from teacher education programs, current practitioners, and school administrators

SUMMARY OF DISCUSSION:

Dynamic interactive training for those interested in becoming on-site evaluators for teacher education programs that are in the process of initial accreditation or renewal of accreditation by MACTE through the AMS Review Committee.

Please join us for our next on-site evaluator training at the AMS National Conference in Covington, Kentucky on May 3, 2003! Current classroom practitioners are urged to attend - we need you! Great refresher for those who are seasoned on-site evaluators and for those who are about to begin the accreditation process.

ISSUE #30: Energy of Children (boys) , Internal Control, Playground Life

CONVENER(S): Linda zankowsky, Marie Jenkins, Rachel Culver, Faye Kirk

PARTICIPANTS: Lee Ann Gattorno, Suzanne Druchl, Rebecca Little, Prabha Williams, Saleha Hafiz, Margaret Ford, Ursula Escuza, Aliyah Shakirah, Cindy Venezi, Vanessa Polito, Desiree Rosario, Miram Hinnant, Wanda Roghrock, Laura Lumetta, Emily White, Tony Kambich, pat Scarantino, Debbie Montgomery
Nancy Dutton, Pamela Miller, Silvia Adams, Sonia Wuniz, Silvana Strasburger, Amy Fester, Jill Guenther, Sarah Price, Barbara Clarke, Denise Koch, Claudia Pasmin, Nancy Wuniterra, Gaylene Brotherton, Kathy Davidson

SUMMARY OF DISCUSSION:

Listing of Concerns Coming from the Group:

1. Busy on the go energetic children, especially boys - understanding that energy, providing for it in the classroom, examining our environment and ourselves as teachers in light of that energy.
2. Transition Times
3. Playground / community Building - ideas and activities
4. The Child's expectations of play vx. work - connecting the child to the environment.
5. How boys and girls play
6. Motivating children with work
7. Children not wanting to play with other children
8. Self-motivation and control
9. Overly helpful child
10. Passive Aggressive child

Ideas shared to address issues:

1. Responsive Classroom through the Northeast Foundation for children is an excellent source for playground cooperative games, the teacher's role on the playground, and for community building in the classroom. See Web Site - ResponsiveClassroom.org.
2. Buddy Older and Younger Children for helping each other on playground and in classroom.

3. Look at Playground - is the environment designed well for the children? How can it be redesigned to work for the children.

4. Find ways to challenge the energy of the children - Play tug of war, etc.

*Do we as teachers play with the children or do we talk among ourselves?

*Do we have enough adults on the playground to interact with the children?

5. give children redirection on the playground. Do they like to be power rangers? Suggest they be dogs, cats, trucks, planes, etc.

6. Use practical life to our advantage to help children refocus. Some choices can be in the outdoor classroom - sledding, shoveling, building with snow, scrubbing picnic tables, paint equipment with water.

7. Ground rules for the playground for the 1st six weeks of school just as you do your classroom. We must take the time to teach and model the rules:

*2 finger touch - taught with a feather that children use on the line to touch each other softly. Sent feather home with children. "I learned how to touch a friend softly." Let parents know ground rules and acceptable behavior.

*Areas of the playground for certain activities - running, balls, etc. Time limits, adult supervision. Switch children to new activities.

* Logical consequences for use of playground and equipment

*Areas for painting with water, sweeping, tire scrubbing. etc.

*One play - all play - You can choose to play alone. Once you play with a friend, then any friend can play.

* Give choices of cooperative play

8. We need to teach children to calm themselves and get in control.

* Reaction to inappropriate behavior, Teacher "Come stand next to me"

* Do you know why I asked you to stand next to me?

* What should you have done?

Classroom energy Breaks -

*Deep Knee Bends

*Hammering and building activities

*Joint Compression helps centering - caring jugs of water to another room, etc.

*Crab walks with the teacher in hallway

**Sit down with book to prepare for returning to the classroom

*Be sure that you really know what children are interested in and include that in the classroom.

*Have lots of things for children to do with their hands.

*Calming Basket - Basket with various calming and centering activities that involve physical motion:

*tupperware with crayons to be peeled. Later melted for rubbing work in room.

* Two colors of modeling clay -yellow/red, yellow/blue - child molds until they are one color.

*Puzzles

*Etcha Sketch

To Help a Child get into work - Pick a Ticket Basket for getting a child to move to a work. (Ticket is teacher made index card with cut out photo of classroom material; use your old catalogs). Child chooses a ticket and goes to that work. Helps them make a choice when they aren't able to. If they haven't had a lesson on that work they can pick another ticket, get a lesson from the teacher or another child.

Diet Intervention with parents is often a way to help a child who is distractable and/or disruptive.

ISSUE #31: What does Montessori tell us about inner discipline?

CONVENER(S): Beverley A. McGhee

PARTICIPANTS: Belkis Young, Laura Kohlerschmidt
Stacy, Gumul, Melanie A. Peterson, Clarence Johnson, Ana Suan, Maryanne Heginbottom,
Dr. Linda Levene, Pilar Forman, Maris Howe, Marie Scott, Pratha Williams, Carol Smith,
M. Teresa Fagundes

SUMMARY OF DISCUSSION:

Discussion began reflecting on the development of the hand relating to the brain and the use of Montessori materials. As students develop their sense of order and become normalized, make choices of materials, develop coordination and concentration through materials which are interesting to them, the sense of feeling a completion of a cycle of activity is satisfying.

Students who are busy with materials are learning in Children's House social development and self-direction. The more a student develops the sense of being the less there is a need for discipline from the adult because Montessori tells us to "direct" the children and therefore replaces the needs for discipline with an activity of material or social nature natural to the moment it is needed.

The discussion continued to include students of different social and ethnic backgrounds. It was concluded that those of different languages can find a common ground through "sign language." Students who have difficulty expressing themselves often reach an emotional limit of frustration which turns into body language instead of "use your words to tell me how you feel." Because of the lack of vocabulary in the main language being used those present who work now with students who have a primary language of Spanish, Asian, and Indian concurred that the use of sign language might give all the students a common ground. They said that this then led to better communication and less frustration.

ISSUE #32: Professional Development for Montessori Teacher Educators

CONVENER(S): Anna Perry - App1meca@aol.co

PARTICIPANTS: Michael Dorer, Harvey Hallenberg, Virginia Varga, Mary Gaudet, Mimi Basso, Linda Zankowsky, John Chattin-McNichols, Kitty Williams, Amy Henderson, Prabha Williams

SUMMARY OF DISCUSSION:

I put this topic on the board because I see a need to give recognition and definition to a group that as of now has not been formally identified within the AMS and Montessori community - the Teacher Educators. Our TEC committee brings together the heads of Montessori Teacher Education Programs (TEP's), and they do professional development and discussions of current best practices on a limited basis at their annual meeting. However, there is no such group, and no meetings or professional development currently organized for the rest of the Teacher Educators who are typically Heads of Schools and/or Teachers as well.

The discussion among this group centered around two ideas:

1. There needs to be a 'track' for Teacher Educators at AMS conferences
2. There (eventually) needs to be a formalization of the process of becoming a Montessori Teacher Educator, including a certification program.

1. There needs to be a 'track' for Teacher Educators at AMS conferences

Under the teacher education track and general professional development needs for this group, here are the notes from the discussion:

Topics that should be addressed include:

- Curriculum
 - defining what IS the Montessori Curriculum (beyond the materials)
 - History of Montessori education - both the full history and the American history
 - Child development - current information
 - Cosmic Education
 - Montessori Philosophy and fundamental principles
 - Spiritual preparation of adult students
- Montessori for a diverse community (of both adult and child students)
- The defining characteristics of the Master Teacher
- Assessment
 - rubrics, especially for the Elementary and higher levels
 - tests/exams of adult students - written, oral, practical
- Tasks/homework being given to adult students
 - how well are assignments integrated into the full curriculum
 - purpose - what is the intended purpose of the assignments, is it doing that?
- Field Supervision
- Increased awareness of current research findings
 - integrating current findings into our instruction
 - basing our assertions and assumptions on verifiable data/work

- Adult Education - what works? what is best practice outside of Montessori? How is the philosophy interpreted from our relations with adults? are we walking the walk?
 - Instructional Strategies
 - cooperative learning
 - teachers as researchers/scientific pedagogue
 - reflective practitioner
- sharing the wealth of wisdom from the 'best' in our field
- Technology updates/intros
 - video conferencing
 - distance learning
 - PowerPoint
 - BulletinBoardSystems and Listservs
 - computers 101 - spreadsheets, databases
 - internet and email 101
 - media instruction - digital cameras, digital camcorders
- Research
 - history/integration of Montessori

2. There (eventually) needs to be a formalization of the process of becoming a Montessori Teacher Educator, including a certification program.

Professional Standards must be defined - what does every Montessori Teacher Educator need

- a) to know,
- b) to be able to do,
- c) to have experienced

Do we set up a basic, broad Teacher Education certification or is it level specific? What about Teacher Educators that are non-Montessori presenting on the more general topics such as child development? Do we offer Model I and Model II cert programs like the Administrators Certification? How much experience should they have under their belts (5 years in the classroom was suggested)? Should it be an apprenticeship organized at a different TEP than the one you attended (cross-pollination)? Who will be the 'Uber' Montessori Teacher Educator Teachers? Who names them as such? How do we share this responsibility of providing this certification to include several centers, a variety of people, etc.? Do we run it as a Teacher Education Symposium? Can TEC solidify and regulate (more or less) the professional development requirements of all Teacher Educators so that their professional development is related to adult education in addition to their content area(s)?

Possible Actions:

A) For the Anaheim conference, Anna will get in touch with some of the well-recognized mentors of the Montessori Teacher Education community that were identified by the group. She will ask several to present at the Anaheim conference in a workshop in which they answer: What is essential for Montessori Teachers to know when finishing a TEP and how do we get them there as Teacher Educators?

We will also try to convene a panel of these same 'mentors' to discuss this question together and to help to guide future professional development efforts at the end of that conference. The same track is possible to put together, with other 'mentors' for the Boston conference in spring 04.

B) For the Boston conference include topics/speakers addressing:

- Habits of Mind, the book from the ASCD, and how it relates to Montessori
- Cooperative Learning
- Teachers as Researchers
- Reflective Practitioner

ISSUE #33: Montessor Grandparents as Consumers of Montessori School Practices

CONVENER(S): Dottie S. Feldman

PARTICIPANTS: Marie Howe, Sandy Woodward, Aliyah Shakirah, Lee Ann Gattorno, Suzanne Druehl (regrets for the possible misspelling of this last name)

SUMMARY OF DISCUSSION:

Each group member shared both their reasons for participating in this discussion and their perspective of the meaning of our Issue.

Compelling examples were shared regarding grandparent and/or parent visits to their child or grandchild's respective Montessori classes.

Our discussion included a definition of our purpose. "We are consumers in the act of receiving the service or product of a school, the education of our children or grandchildren." Our goal, our hope is that we are consumers of excellence in educating children, our children.

Compelling questions were generated:

*How do classroom teachers view the experience of an observing educator, grandparents or parents?

*Do we respect the Grandparent/Parent experience? Do we fear it?

*Do we share philosophical principles with the Grandparent/Parent visitor? How would we know?

*Is it useful to develop a relationship between the teacher and the observing grandparent or parent? How is it done?

*Is this special category of visitor respected? How?

*How do educators (classroom teachers) "treat" .. other educators in the presence of educators?

*Do teachers view themselves as students, learners, when they are in the act of teaching?

*How is peacefulness imbedded in these questions?

*In this context, is there a leadership role for administrators, for supervising teachers, etc?

*What are best practices as they relate to the leadership role of the administrator?

*How does the administrator support best practices through the act of classroom observation?

What Our Group Values: Helping people - to grow, to learn, to offer support to request help, to demonstrate openness to new ideas.

These values extend to schools as practicum sites. Questions apply to supervising teachers and their heads of schools.

Concluding Comment:

The Montessori community requires an interconnectedness - between schools, practicum sites, supervising teachers, school heads, and interested, often passionate consumers. A product is delivered, contributing to an on going quality life experience.

ISSUE #34: LEADERSHIP, JONATHON WOLFF, 3:30 P.M. SATURDAY

CONVENER(S): JONATHON WOLFF

PARTICIPANTS: TEACHERS, ADMINISTRATORS

SUMMARY OF DISCUSSION:

The following attributes were discussed as important components in fostering leadership among school communities (including students).

Jonathon began the discussion with a "story" to remind all of us to reflect on the three-period lesson and also on the "leaders" of the classroom and to ask ourselves: Are students facilitating/giving lessons in your classroom, or is the Teacher in control with ALL lessons. We reviewed the concepts of Montessori education relevant to this them.

Components the group found important to build leadership among all members of the school community include the following:

- . Trust
- . Integrity
- . Time and space
- . Input from Others
- . Vision
- . Setting principles/expectations
- . Model appropriate leadership
- . Students as Mentors
- . Spiritual preparation of the Person
- . Students Presenting Lessons
- . Importance of Building Relationships with those whom you work with
- . Be Proactive with information
- . Reflective Active Listening
- . Set up Feedback Opportunities
- . Role Model
- . Courage to be Imperfect
- . Step Back and Let others Do

ISSUE #35: Auditory, Visual, and Kinesthetic Education

CONVENER(S): Jane Vail Ward

PARTICIPANTS: Maggie Kruger, Adele Magidson, Rachel Culver, Pamela Miller, Pat Scanrantino, Marie Scott, Pamela Miller, Saleha Hafiz, Gaylene Brotherton, Amy Seibert, Miriam Hinnant, Laura Kohlerschmidt, Wanda Rothrock

SUMMARY OF DISCUSSION:

I demonstrated the way to educate children in the three methods individually!

When teaching the children about the three angles on the variety of triangles there are several ways to demonstrate and for the children to participate and totally absorb the information for the rest of their lives! I show them the triangles and have them close their eyes and feel the angles and realize how sharp the acute angle is and how relatively less sharp the right angle is and how gentle the obtuse angle is. I have the children in the lesson participate in making the angles with their bodies. I have the children sit on the floor with me and we extend our legs straight across the floor and straighten our back and raise our head very high to make a right angle in our sitting position. Then I have the children lean forward over their straight legs. I have had two hip surgeries and I lean forward with acute pain to try to make the acute angle. The child is a cute gymnast with how sharp she makes the acute angle. I show them how to angle their upper body to make an obtuse angle. I tell them that their mother will only have an obtuse angle when she is ready to deliver the baby and to never tell their mother that she has an obtuse angle! The children love to trace and punch out the triangles and make patterns with the triangle, hexagon and rectangle boxes.

When demonstrating how to rip the first sound off of a word put your right hand on the floor for "c" and swing your hand right to say "at". To do the end sound, slide the right hand while saying "hi" and punch your right hand forward while saying "t". Use a colored felt mitten matching your colored consonants and vowels. Hold the hand up to say the word (hat) and put the right hand down with the consonant color on top and say "h" and flip the right hand to the right and say "a" and flip the right hand to the right and say "t". That is kinesthetic, visual and auditory process.

When you are educating the children on the solid, liquid and gas molecules there are several exciting steps. First hold the book toward you while you read about solids. Then show them the pictures and pass around several solids. Then read about liquid molecules and show them the picture. Show them how to pour a milk shake into a tall narrow vase and then pour it on the tray to demonstrate how the liquid molecules spill and spread quickly and over a large area. Then pass around a ziplock bag of water and another one of milk (or other great liquid). Next, read about gas molecules and show them the picture. Pass around the ziplock bag of gas.

Now have the students participate as molecules! Have your older best buddies cling to each other and try to separate the solid molecules. Have the solid molecules move. They cannot move quickly or far! Then choose five children to be liquid molecules. Have them lie one at a time on top of each other as liquid molecules in a glass of milkshake. Then have the milkshake spill and the liquid molecules roll back and forth over the rug area and each other! Then choose about five older girls to be the gas molecules. They dance around the inside of the circle filling up the space very actively. The reason to teach like this is that they have listened to the story, watched the pictures, observed and felt real items and kinesthetically acted out as molecules! They will never forget and will inform the science teachers in middle school and chemistry!

Use yoga: Fly Like a Butterfly and Brain Gym skills to prepare them for excellent fine motor skills and reading skills developed initially by gross motor skills.

Good luck with educating children and performing skills for the rest of their lives.

ISSUE #36: Diversity /Affirmative Action

CONVENER(S): Dr. Ruth Corey Selman

PARTICIPANTS: Juliet King, Lucy Golden, Marie Scott, Carmine Collier, Penelope Bliss, Jerry Selman

SUMMARY OF DISCUSSION:

Lack of Diversity at conferences is probably based on economics. Most schools are very diverse, but this is not reflected by attendance. SUGGESTUIN: Every school can make it point to support people of color/minority to get out to conferences, Perhaps schools could offer to pay registration, administration, can be more positive about conferences; i.e., instead of just posting notices, actively promote attendance, and encourage more those of minority to go together, or be invited to join a group---not necessarily composed of minorities.

Don't assume that minorities will feel welcome even if they are.
Give a little extra in terms of invitations, support, etc.

SUMMARY OF ORDER OF IMPORTANCE:

1. Social---Does person feel comfortable?
2. Economic---Can attendee afford it?

TO SCHOOLS:

"ENCOURAGE MINORITIESTO ATTEND CONFERENCES!"

ISSUE #37: How do we meet "school readiness" standards in consideration of universal pre-k in Florida? How do alternative methodologies survive and thrive amidst efforts to standardize preprimary services at the state level?

CONVENER(S): Ruth A. Doran

PARTICIPANTS: M. Margaret Ford

SUMMARY OF DISCUSSION:

This issue was not well attended - one other person did come and did not sign in. Actually, both individuals were interested in what "school readiness" means - a very broad topic.

I was more interested to alert educators as to the absence of Montessori representatives in the policy decisions being presently formed for early childhood care and provision in the State of Florida for 2005 - and how narrow accreditation standards and a menu of curricular choices (not Montessori, Reggio, or others) are being included. This is an issue as the reimbursement rate will be tied to the delivery of services chosen. Montessori educators need to be at the table now to protect not only its own interests, but also to serve as leaders in keeping the door open to discovery in a pluralistic society.

ISSUE #38: Providing a place for special needs children with in a Montessori context.

CONVENER(S): Ruth Anne Azevedo

PARTICIPANTS: Ruth Anne Azevedo, Ursela Escuza, Cindy Nehemias, Julie Perez, Linda Kingsbury, Laurie Metz, Teri Almaguer, Livia Adams, Marykay Welsh, Marie Howe, mark Meyer, William Sklaroff, Mary Gaudet, Gaylene Brotherton, & Belkis Young

SUMMARY OF DISCUSSION:

Our session was focused on making a special needs environment which is centered in Montessori philosophy yet in a small seperate environment which will allow the child to recieve the individualized help he/she may require in an environmental setting which will not overwhlem them. We did also touch on some ideas on how to include a special needs child in a typical classroom. It seems that many of us do this already and some great ideas were shared from a "wrap around" person to the use of imagination to come up with ways to get through.

The one thing which most of the participants seemed to need was information on were to get help for these children and different ages and how to get through to the parents. Following is a list of places and types of people you may have available in you community to help;

FDLRS - Florida Department of Learning Resoures Services - ages birth - 3 years
Child Find - children ages 3-6 years
Therapists which may already have a relationship with your school ; speech, occupational and physical therapists

The one thing to keep in mind with special needs is to define if possible what areas are dysfunctional in the child then try to the best of your ability to guide the child and their family to the best education program to help the child be the most they possibly can.

ISSUE #39: Administrative Issues

CONVENER(S): Mary Gaudet

PARTICIPANTS: Elizabeth Brown , Cheryl Roman, Walter Ebmeyer, Ruth Doran, Ruth Anne Azevedo, Belkis Young, Mark Meyer, Tony Kambich, Kitty Williams

SUMMARY OF DISCUSSION:

Benefits-members of professional organization get reduced rates for health benefits-staff leasing , chamber of commerce. Everyone in agreement the goal is to raise salaries and benefits for our staff.majority give staff 50%off tuition and/or financial assistance. salary increases range from 2-5%.

Merit Pay-very difficult to implement - same rationale as why we don't give stickers to children-All staff deserve merit pay-if not let them go-staff will applaud you letting them go. teachers are more comfortable with step increases. some give full enrollment bonus or end of year bonus to all.

Professional development Important to budget for. Used for spring/fall inservice, conferences, teacher training(with 2-3yr contract)Grow your own teachers with loan or scholarship for training.

consider long term disability insurance- pays 60%

sick?personal days - 6-10/yr If absent too much ?commitment to school.

Discipline problems Ask for normalized report in Sept. All children are normalized except----- conference with these children's parents, meet again in 1-2wks, plan, observe, meet again and decide if this is the best place for your child. we recommend ----- if not followed child maybe asked to leave.

ISSUE #40: Flow in the Classroom

CONVENER(S): Kathy Davidson

PARTICIPANTS: Cindy Venezia, Tanya Ver, Leah Black, Sue Smith, Wanda Rothrock, Lori Byrne, Laurie Sheilds, Bobbi Ann Helgeson, and Karen Evans

SUMMARY OF DISCUSSION:

If the teacher's work is meaningful so will the child's work be meaningful.

A schedule of lessons helps determine flow/consistency in the classroom.

The follow up work is due the next week at lesson time.

Below is a script of weekly lessons given.

The purpose is to help newer teachers teach the entire curriculum so the child has purposeful work.

The children their own work, daily work, and follow up work to accomplish.

Daily work is journaling, math and language work.

8:20 Silent reading until group begins

8:30 Morning Meeting: Lunch count, greeting and news and announcements each day

8:45 Meet with students to review work: 4 to 5 students per day on a rotating daily schedule

Monday AM

Functions of Words Lessons: 9:15

Group 1: Intro. Conjunction noun, conjunction, noun as emphasis

Follow up work: Child writes 7 of own examples

Group 2: Noun, Verb, Preposition, Article, Adjective Noun

Follow up work: 5 of own

Group 3: Intro. Interjection

Follow up work: Think of 15 of own

Group 4:

Linking Verbs - review

Follow up work: Make a list of Linking Verbs and read a story and tally each Linking verb seen in passages.

10:50 Handwashing and Bathroom break each day

11:00 Lunch and recess each day

Monday PM

12:20 Open time for students to share work each day

Monday PM

12:30 Culture

Group 1: All First graders

Time - 1 hour on clock, 3 part cards, and stamping w/ clock stamp

Group 2: Time Line of Life - Ordovician Period

Follow up work: Choose a point of interest to research and bring back and share at next lesson.

Tuesday AM

9:15 Math

Group 1: Checkerboard level II

Follow up work: 1 or 2 problems a day

Group 2: Short Bead Frame Multiplication first lesson

Follow up work: see group 1

Group 3: Represent Golden Beads Dynamic addition

Book Making Lesson:

How to? What's in it?

Tuesday PM

Reading Groups: Guided Reading in small groups

Group 1:

words ending in en: pen, hen, men, Ben, etc.

Follow up work: Record and/or read booklet on own and bring back and read to teacher

Group 2: Read story together
Follow up work: finish 3 pages on own

Group 3: Read story together
Follow up work: Re-read story and answer questions on own

Group 4: A Whale is not a Fish? Read 5 pages together
Follow up work: Read 2 pages on own

Group 5: Dinosaur Bones by Cam Jensen Ch. 7
Follow up work: Finish ch. on own

Group 6: Henry Huggins
Independent: Read pages 90-100 on own.

Wednesday AM

9: 15 Practical Life: Flower Arrangements
Follow up work: Children may take apart arrangements and create own

Math: 1000 Chain Layout
Follow up work: Record to 200 and then decide how much child would like to record

Wednesday PM

Reading Groups

Help students with Research

Thursday AM

Logical Analysis

Group 1: First level Subject, Subject, Action, Object
Follow up work: 3 sentences of own that follow this model.

Group 2: Subject, subject, verb, direct object; students know the roles of words in sentence and what part of speech the words are
Follow up work: 2 of own

Group 3: Subject, Subject, Predicate, Direct Object; see group 2
Follow up work: 3 of own sentences

Thursday PM

Geometry

Group 1: Straight and Curved Lines
Follow up work: practice laying out and naming

Group 2: Supplementary Angles
Practice creating on own

Group 3: Concept of two shorter legs are = or longer than the longest side of triangle
Follow up work: Child tests with sticks.

Friday AM

Spelling Tests by group: Rhyming words for first graders and site words for others

Reading Groups

Friday PM

Science as whole class

Pretzel Time: each child is given 3 pretzels to give to others. As the pretzel is given the child gives a thank you or compliment to the other child.

Friday Folders: News letter, book orders, and other notices