



WSMS-TEP
West Side Montessori School
Teacher Education Program



Catalog of Courses

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West Side Montessori School Teacher Education Program
309 West 92 Street | New York, NY 10025 | 212.662.8000

Infant-Toddler Montessori Credential Program

IT-PH Philosophy

An overview of Montessori's principles and ideas, including her view of the child and his/her place in society is the basis for this class. The class emphasizes Montessori's concept of the child from birth to age 3.

IT-OB Observation

Techniques of observation will be covered. A large portion of this class will consist of supervised observations in infant and toddler settings.

IT-CH Child Development

The class covers many ideas and theories pertaining to the development of the young child, including prenatal and childbirth. In addition to Maria Montessori's ideas, other major contemporary theorists are examined. This is a hybrid course facilitated by a WSMS-TEP instructor via HaikuLearning.com and in-person sessions.

IT-PE Personal Growth and Development

Issues related to professionalism, ethical behavior and techniques for introspection would be addressed. A focus on the continued professional growth and development of the adult is emphasized.

IT-EN Environmental Design

This class covers the many critical factors that impact the design of a Montessori Infant/Toddler classroom. The aesthetics, ages and age groupings, numbers and ratios involved will be discussed.

IT-FA Child, Family and Community

This course covers understanding the psychology of parenthood, translating child-rearing practices to/from home, and how to locate community and professional resources. Preparation for effective teacher-parent conferences and ideas for strong parental involvement and education will also be discussed.

IT-PR Program Leadership

This class focuses on the specifics involved with running a successful infant/toddler program. Issues related to the preparation of the environment and techniques for behavior management, communication and problem solving will be covered. The importance of multi-culture and diversity in all forms, as well as an understanding of issues related to school administration and professional relationships are also class topics.

IT-EC Early Childhood Overview

Montessori philosophy of the 2 .6 through 6 age range, Montessori rationale and basic methodology for the materials in the curriculum areas of Practical Life, Sensorial, Mathematics, and Language (Required of all students without an Montessori EC credential.)

IT-ST Student Teaching Phase

Practicum Intern Seminar Weekends (November and April) Topics directly support student teachers' classroom work, e.g., classroom management and curriculum support, parent involvement/education, and professional behavior. Students take an active part in determining the content of these seminars.

Early Childhood Montessori Credential Program

EC-PH Philosophy

Examination of the educational theory and key elements of the Montessori approach to education.

EC-OB Observation

Examination of the development of the child in all domains of development. Strategies for ongoing observations, analysis, reporting tools and planning.

EC-PR Practical Life

Designing child-centered classrooms and meaningful, hands-on materials/activities. Emphasis is on understanding the relationship between children's development, home, and school contexts. Sensorial Rationale behind sensory-motor education, with a focus on understanding the concepts embedded in Montessori materials.

EC-LA Language Arts

A variety of activities, materials, and strategies across the curriculum that facilitate children's emergent literacy development (listening, talking, writing, reading, and thinking) are examined.

EC-CU Cultural Subjects

Developing understandings in social studies, science, and the arts. Strategies for integrating thematic units in art, music movement, science, geography, social studies, and history; evaluating materials and adaptations for diverse learners.

EC-MA Mathematics

Experiences and activities that support the development of children's mathematical thinking. Children's ability to problem-solve, reason, and make mathematical connections is explored.

EC-CH Child Development

Presents the major theoretical approaches to development from birth to adolescence, with an introduction to the principles, concepts, and research in the field. Focuses on the stages of development in the physical, cognitive, emotional and social domains. This is an online course facilitated by a WSMS-TEP instructor via HaikuLearning.com. This course may be waived if the student is able to document that a similar college-level course has been completed earning a grade of B or higher, within 5 years of enrollment in WSMS-TEP, and evidenced by a syllabus to demonstrate that the course content has been achieved.

EC-ST Student Teaching Phase

Practicum Intern Seminar Weekends (November and April) Topics directly support student teachers' classroom work, e.g., classroom management and curriculum support, parent involvement/education, and professional behavior. Students take an active part in determining the content of these seminars.

Elementary Montessori Credential Program

EL-MA Mathematics

This course presents the intellectual and historical development of mathematical thinking, the four basic mathematical processes, and competencies appropriate for elementary-aged children.

EL-GM Geometry

This course presents the historic and intellectual development of the study of plane and solid geometry, and the study of measurements.

EL-LA Language

This course presents the intellectual and historical development of language, covering the range of literacy skills: reading, writing, listening and speaking appropriate for elementary-aged children. Specific sessions focus on particular components of the grammar curriculum, literature and writing programs.

EL-GG Geography

The presentations in this course introduce fundamental concepts in physical, political, cultural and economic geography. A “creation” theme on the formation of the planet is used as a foundation for introducing the physical sciences. The course stresses the “interdependence” of seemingly unrelated processes, thus revealing the underlying links within the physical and cultural character of our world.

EL-HI History

This course presents methods to aid children in their construction of the concept of time and its graphic representations. Chronological and topical approaches are used to show the unfolding of the history of our planet and its inhabitants. Interdisciplinary studies are used to tie together zoological, botanical, geological and cultural studies.

EL-BI Biological Sciences

This course presents methods to aid children in organizing and classifying information concerning the kingdoms of life. Biological studies are presented in an interdisciplinary way so that they may serve along with geological and cultural studies to help children orient themselves in the universe, historically and taxonomically.

EL-PH Physical Sciences

This course presents methods to aid children in following the scientific method of hypothesizing, experimenting and observing to make educated guesses about explanations for phenomena observed. Hands-on experiments are used in an interdisciplinary way to introduce fundamental concepts of light, sound and magnetism.

Demonstrations will show the workings of simple machines, with readings to explain those machines roles in human history. Teachers will learn to help children identify the simple machine components of many of the complex machines in use today.

EL-CU Curriculum Design and Strategies

This course will introduce the student to current theories of curriculum development. Students will practice approaches to developing new curricula, as well as in modifying existing curricula to meet a specific focus or need.

EL-CL Classroom Leadership

The student will be introduced to models and prerequisite psychological understandings for the following areas of Montessori elementary classroom leadership: starting a new class, preparing the physical environment, preparing the spiritual and psychological environment, skills in teaching (initiating, observing, leading groups, keeping records), planning lessons and schedules (yearly, weekly, daily), and working with colleagues and parents (communicating, problem solving, planning).

EL-MO Montessori Philosophy and Child Development

The integrated Montessori Elementary Philosophy and Child Development course explores traditional lines of Montessori thought and pedagogy in tandem with appropriate contemporary child development theories. Sessions focus on specific components of Montessori philosophy and issues in developmental psychology. The course utilizes lecture, discussions, readings, writing and activities format.

EL-PR Practical Life

Practical Life in the elementary classroom focuses on the importance and responsibility of the 6-9 and 6-12 child for the care of environment, care of self and care and respect of each other. Emphasis will be on animal and plant care in the environment, gardening experiences, outdoor nature studies, and designing field trips into the community to integrate classroom experiences in the “real world.”

EL-MV Movement and Physical Education

This course is based upon the assumption that physical expression is a legitimate form of creative learning and a necessary part of a child’s day. It also provides opportunities for individual discovery and understanding. The course intends to enable and encourage adult learners to incorporate physical activities within their classroom so that they can apply current studies and philosophies regarding interdisciplinary learning.

EL-VI Visual Arts

The Arts course is based upon the assumption that artistic expression is a legitimate form of creative learning, equal in importance to written expression or dramatic expression. It also provides opportunities for individual discovery and understanding. The course intends to enable and encourage adult learners to set up an art environment within their classroom so that they can apply current studies and philosophies regarding interdisciplinary learning. It introduces the adult learner to materials and creative processes which can be used by children to extend a lesson, practice skills, elaborate upon learning or demonstrate mastery as part of an assessment experience.

EL-MU Music

The Music course is based upon the assumption that musical expression is a legitimate form of creative learning. It also provides opportunities for individual discovery and understanding. The course intends to enable and encourage adult learners to incorporate musical activities within their classroom so that they can apply current studies and philosophies regarding interdisciplinary learning.

EL-ST Student Teaching Phase

Practicum Intern Seminar Weekends (November and April) Topics directly support student teachers’ classroom work, e.g., classroom management and curriculum support, parent involvement/education, and professional behavior. Students take an active part in determining the content of these seminars.

Administrator Montessori Credential Program

ADM-PR Program Development

This course provides information and group experiences to expand the understanding of the process of community building in harmony with Montessori principles. By working to effectively communicate with faculty, parents, boards, and the community at large, adult learners will gain new insight and perspective of the Montessori approach to school leadership. Additional topics related to starting or expanding a school, school accreditation, and planning for faculty professional development will also be shared. Opportunity for the practice of observation in Montessori classrooms will be included along with a sampling of observation tools.

ADM-PH Montessori Philosophy

This course will present the life and work of Maria Montessori through exploration of primary and secondary sources. Adult learners will focus on the planes of development, the inner sensitivities, the role of the adult and prepared environment, the spiritual embryo, the psychic principles and the process of normalization. Of special interest will be discussions surrounding the ideas of cosmic education and an education for peace. Adult learners will have the opportunity to examine the current relevance of Montessori philosophy and methodology to current educational research. Finally, adult learners will begin to practice the art of reflective practice for transformative growth.

ADM-CU Montessori Curriculum

The goal of this course is to provide a comprehensive, yet succinct, overview of the Montessori curriculum at all levels, including Infant/Toddler, Early Childhood, Lower/Upper Elementary, and Secondary. Through live presentations, adult learners will observe key lesson presentations and have the opportunity to practice with materials. Through videos and discussions, learners will gain a deeper understanding of the similarities and differences within age levels. Opportunities for observation in various Montessori classrooms will demonstrate the integration of Montessori theory into practice.

ADM-ED Educational Leadership

This course will provide information, resources, and experiences to support the adult learner's continued development as an educational leader. With a focus on identifying leadership styles and communication strategies, the learner will reflect on the differences between leading and managing, modeling and mentoring. This course continues the practice of reflection in order to facilitate transformative growth in the school leader.

ADM-OP School Operations

This course focuses on the planning and operational aspects of managing a Montessori school for children. Topics such as financial management, fundraising, legal considerations, strategic planning, marketing/enrollment, recruiting/hiring, and the unique needs of public and charter schools will be addressed.

ADM-PR Practicum Phase

Administrator Program students participate in a practicum experience in their program over the course of the full school year, supervised by a Field Consultant.

Concordia College Master's Degree Partnership

EDU 502 Foundations of Early Childhood

This course will be an introduction to the educational policies, programs, practices, and services specific to infants, toddlers, preschool, and early elementary children (K-Grade 2). The course also emphasizes the historical, social, and legal foundations of special education. It will also include information related to young children who demonstrate delays and disabilities. Students will acquire an understanding of important theoretical and philosophical foundations upon which early childhood education and early childhood special education are based. Natural settings for early childhood development, cultural sensitivity, activity-based interventions, and individualized developmentally appropriate practices will be emphasized. Instructional strategies and programs as well as inclusive environments for young children with special needs will be explored and discussed. Students will learn how programs differ in providing accessible learning environments, social play experiences, and language-based learning for all young children. Practices will engage students in the highest level of learning in preparation of knowledge, skills, and continued growth in the area of early childhood and learning and behavioral characteristics of learners in special education. With regard to Special Education, the course will discuss foundations of early education as future programs lead to preparation for employment and independence for individuals with disabilities as adults. Students will learn to apply skills to effectively communicate and interview teachers and administrators in early childhood settings where young children with disabilities participate. Skills in creating a safe and bias-free environment that furthers developmentally appropriate practices for young children will be shared. At the completion of the course, teacher candidates will present their written narratives of an early childhood program that includes young children with special needs, based on student observation, teacher and director interviews, and student reflection. This course will culturally relevant, evidence-based practices for team collaboration that encourages mutual respect and strengthening of school/family partnerships. Fieldwork with an individual child in a school setting is required.

EDU 521 Observation Course

This course will emphasize student understanding of the role of assessment and evaluation in early childhood settings through observing, recording, analyzing and interpreting the behavior/characteristics and learning of young children. Practices will engage students in the highest level of learning in preparation of knowledge, skills, and continued growth in the area of assessment. Students will study and use a range of assessments including standardized tests, criterion-based tests, and arena/team assessments, as well as behavioral surveys. The effects of testing and use of standardized tests related to students who are diverse, multicultural, multilingual, high risk, gifted/talented or have disabilities will be discussed in classroom groups. Students will learn to apply skills to effectively communicate and interview teachers and parents of young children, including English language learners and students with disabilities. Skills in creating a safe and bias-free testing environment that furthers the best testing practices will be shared. At the completion of the course, teacher candidates will present their written evaluation of a student, based on student observation, parent/teacher interviews, student assessment, and including recommendations for classroom strategies and modifications. This course will include best practices for team collaboration that encourages mutual respect and strengthening of school/family partnerships. Fieldwork is required.

EDU 524 Arts, Play

This course will emphasize culturally relevant evidence based approaches to early childhood education emphasizing play and the arts for diverse groups of learners, including English Language Learners. The objectives, organization, methods, and materials for the integration and evaluation of the specialty areas of play, music, movement, and art throughout the curriculum (including Mathematics and Literacy) will be emphasized. The

course will also focus on authentic music from a variety of cultures, appropriate for use in a variety of early childhood settings including home, community-based programs, preschool and early elementary classrooms. Strategies for including young children with disabilities across settings and activities will be covered throughout the course. Students will learn games, game-songs, dances, and recreational/social songs and rhythms, as well as a variety of art projects encourage participation, social skill development and appropriate behavior. Alignment with NYS Common Core Standards will be reinforced throughout the course.

EDU 529 Literacy Instruction for Students with Special Needs

Principles, approaches, and strategies used in the diagnosis and remediation of reading disabilities for students in elementary and middle school will be studied. Emphasis will be on the application of remedial strategies and the development of individualized reading programs designed to match student needs. 15 hours of fieldwork is required.

EDU 530 Multi-Sensory

This course will explore the stages of language acquisition and literacy development by native English speakers and students who are English language learners — and increase proficiency of educators to develop the listening, speaking, reading, and writing skills of all students. Fifteen hours of field experience working with ELL and at-risk learners in language acquisition and literacy development is required.

EDU 531 Mathematics Instruction for Students with Special Needs

This course will address curriculum development, instructional planning and multiple research-validated instructional strategies for teaching students within the full range of mathematical abilities. Accommodations and modifications for students with special learning needs will be discussed and examined. It will increase skill in designing and offering differentiated instruction that provides methods of enrichment and remediation enhancing the learning of all students in mathematics. This course will emphasize the Common Core State Standards for Mathematical Content and Practice; Technology and manipulatives that augment the ability to plan and implement a developmentally appropriate curriculum in mathematics will be introduced. Appropriate methods for working with English Language Learners and students from diverse backgrounds will be discussed. The importance of the reading, writing, speaking, listening and language components expected of Math will also be stressed. The course will emphasize evidence-based culturally responsive instructional practices. Fifteen hours of fieldwork is required (approximately half of the hours in grades 1-3 and the other half in grades 4-6).

EDU 541 Classroom Management for Special Education

This course will emphasize the relationship of learning processes, motivation, communication, and classroom management in effective teaching. Practices will be founded to stimulate and sustain student interest, cooperation, and achievement enabling each student's highest level of learning in preparation for productive work, citizenship in a democracy, and continuing growth. The nature of students within the full range of disabilities and special health-care needs, and the effect of those disabilities and needs on learning and behavior will be considered. Skills in applying understanding to create a safe and nurturing learning environment that furthers the health and learning of all students will be shared. At the completion of the course, teacher candidates will prepare their own classroom management plan that promotes the development of positive social interaction skills—fostering a sense of community, encouraging mutual respect, and strengthening school/family partnerships. The course will emphasize attention to family and student diversity and strategies for supporting children who are English Language Learners. Ten field experience hours are required in inclusive (5 hours) and special education self-contained (5 hours) settings to compare and contrast styles of classroom management.

EDU 553 Instructional and Assistive Technology

This course will explore uses of technology, including instructional and assistive technology, in teaching and learning– and skill in selecting technology and teaching students to use technology to acquire information, communicate, and enhance learning. It also concentrates on how assistive technology can be used in schools to create accessible classrooms that increase the teaching and learning of students with disabilities. Ten hours of field experience including a visit to a center dedicated to the use of instructional and assistive technology is required.

EDU 555 Inclusive Practices, Family Partnerships, and Differentiation

This course provides graduate students with an overview of typical and atypical development and the characteristics in young children with disabilities and how services under federal and state regulations/statutes are determined. Family systems, parent/family advocacy, and the influence of cultural perspectives on the education of young children with disabilities will be covered in this course. Best practice models for inclusive classroom (general education settings) learning will be presented in consideration of educating culturally diverse groups of young children and with an emphasis on differentiation in teaching. In this course, the following learning domains will be discussed: cognitive, communication, social/emotional, motor, and daily living and how these may be addressed in an inclusive environment. Models of Co-teaching will be covered in the course. Team models and planning for instruction will be discussed. Professional and ethical practices will be covered related to the legal, historical, and social foundations for early childhood special education. Fieldwork hours are required.

EDU 557 Teaching Students with Autism and Severe Disabilities

This course provides graduate students historical, social, and legal foundations and skills for working within a framework of collaborative partnerships for supporting children with autism or severe disabilities across varied classroom settings. The roles of family members and consideration of diversity and multicultural backgrounds in educating children with severe disabilities and autism will be covered. Students will learn characteristics of severe disabilities, autism, and special health care needs. This course will include a discussion of common core standards, methods of planning individualized instruction, instructional strategies that support students with Autism and Severe/Profound Disabilities that prepare these learners to their highest levels of academic achievement and independence. In addition, technology applications for these populations will be discussed. 12 Field hours required.

EDU 600 Research Seminar in Special Education

This capstone course will provide the means to update knowledge and skills in the field of childhood special education and to interpret research. Teacher candidates will conduct independent research in the form of a qualitative case study. They will be expected to identify an issue/problem prevalent in their own or another teachers' classroom. They will state the issue/problem in the form of a research question, search and synthesize the prevailing current literature relative to the question, prepare methodology for qualitative research, report the findings, and relate implications for practice while identifying future related research topics. They will submit their research proposals for review to members of the college's IRRB. A final presentation will be made to the department, college, and peers. They will also refine and submit their work for possible publication. This is a Writing-Across-the-Curriculum course.

EDU 682 Student Teaching Seminar in Special Education

The course will directly link theory with practice in a concentrated fieldwork setting. Two distinct yet related experiences of 20 school days each will be provided: one in an inclusive classroom and one in a specialized school focusing on a special need. The two experiences may be in the context of one or two semesters. One experience must be with students in grades 1-3 and the other in grades 4-6. For students not employed as a teacher, EDU 682 may be held in the context of the school year. For students currently employed in a school, EDU 682 will be a supervised summer practicum. Weekly seminars will be held for reflection, feedback, and planning.