

COMPETENCIES FOR THE MONTESSORI EARLY CHILDHOOD TEACHER

CANDIDATE

The Montessori Preprimary Teacher shall be able to demonstrate competence in the following areas:

General Knowledge of Human Development and Education

1. Describe the significance of other educational theorists who influenced Dr. Montessori's work.
2. Describe how to interpret child development and Montessori education concepts to other staff, parents, and the community.
3. Describe how the environment provides for continuity of learning experiences for children in the age level of certification.
4. Discuss ways in which individual children's learning needs are ascertained by observation, testing, through reference to developmental scales, etc.
5. Describe ways to meet individual needs and interests of children in ways that are appropriate to their identified developmental levels, sociocultural backgrounds, and levels of experience.
6. Describe various learning styles and the ways in which the teacher may respond to them effectively.
7. Describe how to provide for the safety, health, and welfare of the children in a Montessori school.

Knowledge of Montessori Philosophy and Principles

1. Give a brief biographical account of Maria Montessori's life and work, describing the historic and current development of Montessori principles and practice.
2. Analyze and discuss Montessori's views regarding respect for the individual child and the nature of childhood.
3. Analyze and discuss the theoretical framework for Montessori's concept of education including but not limited to: the absorbent mind, sensitive periods, stages of development, the Montessori prepared environment, the use of self-correcting manipulative materials, the importance of movement in education, reality-fantasy-imagination, freedom and discipline, the three period lesson, the work cycle, indirect preparation, mixed-age groupings, the work of the child compared to work of the adult.

4. Describe and analyze the process of normalization, including how to deal with the disruptive child and how the emergence of concentration leads to normalization.
5. Describe and analyze the process whereby children acquire freedom of choice, accept responsibility for learning, achieve independence, and develop problem-solving and decision-making skills.
6. Describe group activities and games, including those from the four areas of learning, which are appropriate for the age level of certification.
7. Describe ways in which the Montessori approach to learning enhances the child's self-confidence and builds self-esteem.
8. Describe and analyze the ideal characteristics of the Montessori teacher.
9. Compare Montessori education and other contemporary educational systems.

Knowledge of Montessori Curriculum and Materials

1. Describe and analyze the essential characteristics of Montessori materials.
2. Describe and analyze the general purposes of the practical life, sensorial, language and math materials.
3. Describe and analyze the sequence and continuum of activities in each of the four areas of learning.
4. Describe and analyze the concepts and skills achieved by the child in each of the four areas of learning.
5. Describe how art, music, movement, geography, history, and science are integrated into and evolve out of the four areas of learning.
6. Design and evaluate curriculum materials and resources appropriate to children with varying abilities and cultural backgrounds.
7. Prepare a teacher's manual for each of the four areas of learning.
8. Develop original materials to meet the needs and interests of children.

Performance

1. Demonstrate the ability to establish the prepared environment, including the sequence and continuum of the four areas of learning.
2. Skillfully present each material in the four areas of learning.
3. Skillfully present art, music, movement, geography, history, science, and multi-cultural activities.

4. Skillfully present group activities and games.
5. Describe the procedures necessary to observe, follow and record the individual child's psychomotor, emotional, social, and cognitive development.
6. Describe a variety of appropriate record-keeping methods.
7. Describe different teaching strategies with which to serve varied learning styles, e.g. structuring the environment; demonstrating the use of manipulative materials; modeling behavior; using non-verbal and verbal strategies such as reflection, inquiry, explanation, dramatization, story telling, etc.
8. Describe classroom organization and management procedures appropriate to the age and developmental level of the children.

Evaluation

1. Describe specific performance objectives to be evaluated.
2. Describe the ways in which the data is recorded and the results are interpreted in light of the stated performance objectives.
3. Describe how to objectively evaluate the progress of each individual child--including the child's psychomotor, emotional, social, and cognitive development--in ways that provide for the evaluation to be consistent with stated objectives.
4. Prepare evaluation/progress reports.

Parent and Community Education

1. Demonstrate the awareness of how to develop a parent education program.
2. Demonstrate the awareness of how to develop a community information program.
3. Demonstrate the awareness of how to identify community resources for referral, enrichment, program development and implementation.