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Montessori Conference
January 13, 2018
UW-La Crosse
Engaging and Serving Every Learner
Helping children reach their fullest potential – at their own unique pace.
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Montessori Conference

Saturday, Jan. 13, 2018 — UW-La Crosse Engaging & Serving Every Learner

REGISTRATION, CONTINENTAL BREAKFAST & VENDORS
9:05 a.m. – 9:45 a.m. The Bluffs Ballroom

WELCOME
9:45 a.m. – 9:50 a.m. The Bluffs Ballroom

Paying the Way to Fully Inclusive Montessori Education — and Navigating the Bumps in the Road Along the Way
Jennifer Danner
When a Utah mom couldn’t find a school to meet the needs of her daughter who has Down syndrome, she began to research various educational methods and discovered Montessori. Armed with a new determination, she found Elizabeth Academy and began an unexpected journey to bring fully inclusive Montessori education to the children of Utah. Two years later, it is apparent that this journey has just begun.

10:15 a.m. – 1:45 p.m.

BREAK

10:15 – 12:30 p.m.

CONCURRENT SESSION 1:
Simple Songs for Primary Classroom — Level: Children’s House
Sue Matthews, M.Ed.
Singing is a fun and effective way to support language development in the young child, whether in a classroom and in the car, and you will gain some Positive Discipline tools in your parenting tool box. In this workshop, we will teach participants simple, easy-to-learn songs that can be woven into the curriculum, used as transition strategies, and incorporated into circle time (form silly songs and even dances included). All welcome welcome please come ready to try the tunes out as we go! Participants may also want to use with a voice recording device to help remember the songs after the workshop is done.

Thinking Like a Historian: The Doing and Assessing of Historical Thinking Skills for all Levels — Level: EI, EII
Katherine Garvin
Traditional history classrooms focus on the memorization of history as a way for students to learn about the past, which is important in order to know where we came from and how we became us. However, in Montessori classrooms we want students to do more than know the past; we want them to learn as historians. Instead of rote learning, we use engaging stories through which students can think and work like a historian by practicing valuable skills such as critical thinking, research, and evidence-based writing. In this workshop, we will first define what it means to do history. Then, we will dive into how to make learning like a historian accessible to diverse learners as well as how to assess in a meaningful way.

11:30 a.m.–1:30 p.m.

lunch & VENDORS

12:30 p.m. – 1:30 p.m.

CONCURRENT SESSION 1:
Troubleshooting in the Montessori Classroom: Using Program Monitoring Procedures to Push All Students Forward — Level: EI, EII, EA
Leisa Rogers, Ph.D.
This workshop will be led through interactive activities to help teachers identify specific strategies to use to identify at-risk students and not making progress. Montessori teachers will be reminded of the steps they already take to ensure they are doing valid risk assessments about students’ strengths and challenges (e.g., record reviews, observation, interview) and will learn how to create and use progress monitoring (PM) procedures to assist them in their efforts. After amending the sessions, participants will identify if you take of good judgment, how to create PM procedures, and how to use graphing techniques to monitor student progress.

Power Struggles: Defusing Potential Tantrums Before They Escalate — Level: Families, Toddlers
Sandra Pakaluk, M.Ed.
Remember when your child did something you never dreamed and you never thought you’d see? Then one day he does it, he’s not going to do what we ask. Enter your first power struggle! By now you’re undoubtedly quite a few struggles and, don’t you think your favorite part of parenting? Let’s start by understanding the most popular place of the dinner table, the seat, at bedtimes, when squaring up, and in the car, you will gain some Positive Discipline tools in your parenting tool box to strengthen your child’s ability to defuse situations.

1:30 p.m. – 2:15 p.m.

How to Integrate the Classroom Curriculum into Physical Education — Level: Administration, EI, EII, EA
Nicole Lepine, M.Ed.
No one can separate the importance of physical education, but many times it is often isolated from the rest of the curriculum. By integrating the classroom curriculum with physical education, learning and concept retention is enhanced. Participants will leave the workshop feeling confident in their ability to merge their cultures with physical education.

Behavior & Academic Intervention Process in a Montessori Environment
Level: Administration, Children’s House, EI, EII, EA
Michael Prados, Diane Rettig, & Sarah Stickley
The presentation will discuss the process we have developed in integrating, both academically and behaviorally, in our Montessori Environment. We will discuss Unusual Expectations, a trend approach, observations, communication with families, intervention strategies, and practices with student outcomes.

1:30 p.m. – 2:15 p.m.

Elemental Elements of a Montessori Middle School Level: EI, EII, EA
Paul Eyres, Ph.D.
Montessori completed substantially liberal work about the child. The refined and expanded educational model found throughout Europe. Accordingly, the prepared environment for young adolescents should offer working, studying, and living on a farm. Montessori posited that this would result with adolescents learning to contribute to an economically and socially successful community. Today, the majority of Montessori secondary schools are not farm-based, and we can identify several essential elements that makes a program “Montessori” secondary program. We will discuss (1) how the Montessori adolescent developmental journey (2) establish and maintain an adolescent community (3) provide structured experience-based learning (4) operate a business.

2:15 p.m. – 3:30 p.m.

Mindfulness in Montessori: Bringing Awareness and Consciousness to the Elementary Classroom — Level: EI, EII
Rose Dower, M.D.
How can we engage elementary children in mindfulness? Making silence, stillness, and being fully-body-aware will be a particular experience, and that in the elementary classroom will be discussed as enhancing mindfulness. We will also share the experience of observing how children’s attitudes and movement progressed to help students focus and calm their minds, spirits, and bodies.

A Cosmic Program: It’s Not Just Elementary, It’s for Everyone — Part 2 — Level: CH, EI, EI, EA
Michael Dorer
Michael Dorer will continue describing Cosmic components of Montessori education and programming. In last year, we began with the Elementary levels. In this second part, Montessori Education will focus on the intermediate class (the Adolescent House). How do we get the program started? What is needed in the Adolescent House? We will briefly review the remaining cosmic program at the adolescent or secondary level. The key components of this session will be led through interactive activities to help them identify specific strategies to use to identify at-risk students and not making progress. Montessorians often want our schools and classrooms to be fully inclusive, but we don’t know how to start. This workshop will discuss methods related to increase inclusion in the classroom and the modelled strategies to help you meet every child’s needs. Topics will include: admission procedures, classroom balance, assessments, and special programming. In this second workshop, we will discuss the process of how students become aware of their responsibility to cooperate. If you experience high-level maladaptive behaviors occur. Then, our challenge is managing our own behaviors, helping the child to develop self-discipline.

2:15 p.m. – 3:30 p.m.

CONCURRENT SESSION 3:
Engaging and Serving a Child Who Experienced Trauma — Level: General
Linda Jacobson, M.A.
As Montessorians, we often want our schools and classrooms to be fully inclusive, but we don’t always know how to start. This workshop will discuss methods related to increase inclusion in the classroom and modelled strategies to help you meet every child’s needs. Topics will include: admission procedures, classroom balance, assessments, and special programming. In this second workshop, we will discuss the process of how students become aware of their responsibility to cooperate. If you experience high-level maladaptive behaviors occur. Then, our challenge is managing our own behaviors, helping the child to develop self-discipline.

2:15 p.m. – 3:30 p.m.

Celebrating and Supporting Literacy Growth Through Differentiated Instruction — Level: EI, EII, EA
Gay Ward, Ph.D. & Margaret Phinney, Ed.D.
In this interactive workshop, participants will explore differentiated instruction techniques that support elementary students’语文 growth along a developmental continuum in engagement, comprehension and language-to-print. All activities will be done in the context with fiction and nonfiction resources supporting students’ cross-curricular exploration of biological and cultural interconnectedness. Participants will leave with a model for supporting literacy learning in Montessori classrooms using differentiated instruction techniques.