

The Greater Washington  
**Montessori**  
Conference  
at **Barrie**

Course Descriptions - November 4, 2017

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**Session One**

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**Movement in the Primary Classroom**

Applicable to: Early Childhood, Administrators

This session will focus on movement in the Primary classroom. There are many opportunities for movement in the classroom many of which are built into the curriculum. For example, tonging transfer or carrying the Pink Tower to a work run and building it then restoring it for the next child. However, there are many children who need more movement than that which occurs naturally. This presentation will show you how to create movement opportunities in the classroom.

**Presented by: Angela Papillo and Jen Carroll**

Angela Papillo earned her Early Childhood Montessori Certification at the Advanced Institute for Montessori Studies. She is a lead teacher at Green Valley Montessori School. Angela has a Master's degree in Sociology from the University of Maryland. Previously, Angela performed research in the area of children and families with a focus on adolescent sexuality. Angela enjoys spending time with her husband and two children. She also enjoys running and hiking.

Jen Carroll earned her Early Childhood Montessori Certification at the Advanced Institute for Montessori Studies. She is a lead teacher at the Montessori School of Westminster. Jen has her Bachelor's degree in Elementary and Special Education. Jen enjoys coaching basketball and lacrosse and spending time with her family.

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**The Ultimate Classroom Team**

Applicable to: Teachers and assistants or co-teachers (all members of the classroom teaching team should attend)

This workshop will focus on strategies, tips, non-threatening verbal & written communication methods, and team building exercises to make an effective, less stressful and enjoyable teaching team. Happy teachers make for happy students which in turn makes for happy parents, and happy parents make happy administrators!

**Presented by: Debbie Kukielka and Denise Murtha**

Debbie is an AMS Early Childhood credentialed teacher who has over 20 years of teaching experience. She is currently working as an Early Childhood teacher and Administrator in a Montessori school. She also has her Associate Credential in Infant/Toddler. In addition, Debbie has worked at the Institute for Advanced Montessori Studies as an Instructor and Summer Coordinator since 1999.

Denise is an AMS Infant and Toddler credentialed teacher who has over 20 years of teaching experience. She has also acquired certification in Resources for Infant Educators (RIE). She is currently working as a toddler teacher at the Barrie School. In addition, Denise is an Instructor for the Institute for Advanced Montessori Studies.

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## **What's In a Name? Taking a Closer Look at the Impact of Bias and Identity Threat**

Applicable to: All levels and Administrators

"Your Identity should be so secure that when someone walks away from you they don't take you with them!" Our names and sharing the history of our names, is a powerful way to create purpose and a sense of pride, confidence, and inclusiveness in our classrooms.

Creating thoughtful learning communities and opportunities for young children to engage in courageous conversations is the primary role of the teacher that is committed to creating inclusive spaces for lifelong learning. This interactive session will highlight ways to honor cultural identity and recognize names as affirmations.

We will explore privilege and the roots of linguistic bigotry and bias by exploring the impact of teachers who mispronounce the names of students of color. This is a session for the authentic educator ready to take his/her practice to another level, not only for students but also for themselves!

### **Presented by: Maati Wafford and Jeff Menzise**

Maati is Montessori Educator and advocate of diversity, equity, and inclusion in the Montessori classroom. She is committed to promoting identity development and social justice education in independent school settings.

Jeff Menzise is a doctor of clinical psychology, author, and researcher at Morgan State University. Dr. Menzise empowers students, educators and communities to become more efficient, effective, healthy and on-purpose.

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## **Thinking while Reading**

Applicable to: Elementary

This session will focus on the process of how to think while reading. When students are reading any text, they should be thinking and writing about their thinking. This strategy is used with all genres and pushes the students to go deeper into the text. Students use literary skills and reading strategies to think within, about, and beyond the text. This is a great strategy for whole group, small group, and

most importantly, independent reading.

**Presented by: Shawna Johnson**

Shawna is a native Clevelander, but moved to the area seven years ago. She is entering my twentieth year of teaching primarily Social Studies, Language Arts, and Humanities. She has educated students grades four through eight from all economic and cultural backgrounds. She considers herself a lifelong learner and rarely teaches the same way from one year to the next. Each year, Shawna researches and explores new best practices to add to her teaching tool kit and grow in the trade. She looks forward to keeping what works with fresh tweaks, deleting what didn't work, and providing lessons that are engaging for students.

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**Art from the Heart**

Applicable to: Infant and Toddler; Early Childhood

The goal of this session is to offer teachers creative information regarding Montessori works and projects that encourage art making techniques and skills. The students within your classroom can be encouraged to learn, concentration, order, and elements of art design, by using lines, shapes, color mixing, color identification, collage making, painting, peeling stickers, using clay, etc. There are several materials that can be used to build art skills, and lead to the freedom of creativity within the classroom. Works can be chosen and modified to suit and artistic implementation that can be included within the classroom. The teachers will have opportunities to manipulate works, create projects, and think about color theory through an end piece discussion.

**Presented by: Sherita Sargusingh**

Sherita Sargusingh has been actively caring for young students for over 15 years. Sherita received her B.S in Studio Arts from Lincoln University, PA. Sherita has been an art educator for young children since 2003 and she has also been a certified Infant Toddler Montessori teacher for 6 years. Sherita attended the Institute for Advanced Montessori studies and thoroughly enjoys working with young learners. Sherita joined the Barrie faculty in 2015 and has continued to be a consultant and instructor for the Barrie Institute for Advanced Montessori Studies.

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## Session Two

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### **Stepping Out With Toddlers**

Applicable to: Infant and Toddler

This session will be a guide to support toddler teachers looking to build or enhance their outdoor environments. The importance of gross motor, loose parts and nature on toddler playgrounds will be covered. Included is a discussion on motor development and the connection with cognitive development. There will be visual aids and time to plan your own spaces.

#### **Presented by: Denise Murtha**

Denise is an AMS Infant and Toddler credentialed teacher who has over 20 years of teaching experience. She has also acquired certification in Resources for Infant Educators (RIE). She is currently working as a toddler teacher at the Barrie School. In addition, Denise is an Instructor for the Institute for Advanced Montessori Studies.

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### **Incorporating Talk Yoga into the Montessori Classroom**

Applicable to: All Levels and Administrators

Talk Yoga is designed by Speech-Language Pathologists and Yoga Teachers who integrate yoga movements with speech and language developmental milestones. Talk Yoga students move, have fun and play while also learning how to express themselves. Discover the parallels between yoga, the Talk Yoga curriculum and Montessori philosophy.

#### **Presented by: Kim Hughes and Amy Roberts**

Kim Hughes is a Speech-Language Pathologist and certified children's yoga teacher. She infuses movement and sensory activities into her work. Kim specializes in executive function and dyslexia and is co-founder of Talk Yoga.

Amy Roberts is a Speech-Language Pathologist and certified 200-hour yoga teacher. Her passion and expertise is treating children with articulation disorders. Amy has a private practice and is co-founder of Talk Yoga.

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### **Language, Peace Education, and Practical Life: Strengthening the Relationship between Students, Teachers, and Parents**

Applicable to: Elementary

The relationship between the three groups of people (parents, students, and teachers), who contribute to the classroom environment, is well best fostered when a foundation of Montessori philosophy and practice are encouraged. Through diverse incorporation of the fundamentals of language, peace education, and practical life participants can learn to establish, develop, and continue to enhance the relationship among parents, students, and teachers. The components of

peace education, language, and practical life are suited for exploration and use within many learning groups; therefore applying them to manage and strengthen relationships is vital to all educational environments.

## **Objectives**

- Identify and address the needs of all members of the classroom community.
- Incorporate the fundamentals of language, peace education, and practical life to establish a foundation, promote, and maintain balance in the relationships among parents, students, and teachers.
- Develop approaches that are applicable in various learning environments.

## **Goal**

Participants for this session will be expected to participate in several activities that incorporate the elements of practical life, peace education, and language to develop dynamic learning environments.

## **Presenter: Iana Phillips**

Iana is a 6-12 credentialed Montessorian, experience teaching in public and private Montessori schools, received MAT from Trinity Washington; Bachelors and Masters in History. Teacher Educator and Support Staff at the Institute for Advance Montessori Studies. Mother of one teen-age daughter who enjoys long road trips and food.

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## **Montessori and ADD/ADHD**

Applicable to: Educators, administrators, teacher trainers, learning specialists, and counselors of children ages 3 – 18

This workshop will present an examination of the symptoms, diagnosis, and treatment of attention deficit disorder (ADHD) in children from early childhood to adolescence, with a focus on children in the learning and social environments. The discussion will include a look at developmental variations as the child with ADD grows, the specialized communication involved in working with students and parents, and practical strategies and interventions for use in the Montessori classroom, from primary to high school.

## **Learning Outcomes**

- Gain knowledge of specific symptoms that may manifest themselves in the Montessori classroom, and serve as indicators of a problem with attention.
- Learn several approaches to communicating with parents regarding the possible need for an evaluation and providing effective and ongoing progress reports.
- Identify strategies to use in the Montessori classroom to improve independent work skills, organization skills, and improved focus.
- Identify a behavioral approach to use with children who have difficulties due to ADD or ADHD.

## **Presented by: Judith Stern**

Judith Stern, M.A. is an experienced classroom teacher and Learning Specialist at Barrie School in Silver Spring, Maryland. She is a Maryland State Certified Special Education teacher and Reading

Specialist. Ms. Stern is the co-author of four children's books on Learning Disabilities and Attention Deficit Disorder. She is also the co-author of *The Dyslexia Checklist: A Practical Reference for Parents and Teachers*.

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### Session Three

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#### **Critical Thinking: It's Never Too Early to Start!**

Applicable to: All levels, Administration

What does critical thinking look like in the elementary setting? In middle and high school settings? Four main approaches to help develop critical thinking skills in younger students have a major impact on their developing problem-solving skills. For middle and high school students, embedded metacognition and critical thinking strategies into curriculum are critical. Direct and explicit instruction in academic language and critical thinking skills prepare students for success with problem-solving tasks.

#### **Presented by: Helen Mahoney**

Helen earned a master's degree in special education from the George Washington University as a Millennium Teaching Fellow, a literacy coach certificate from the University of Maryland. She also holds a State of Maryland Advanced Professional Certificate and is certified in three teaching educational areas. Helen is currently one of the Learning Specialists at the Barrie School.

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#### **What's in a Song**

Applicable to: Early Childhood

This workshop will focus on examples of songs we can use in our early childhood classrooms on a daily basis. We will examine what we can elicit from a song to enrich the child's environment. For example, a song can bring to life information on another culture or help to internalize facts. This will be an interactive session in which you can learn new songs and see old ones in a different light. Please note that you do not have to be a good singer to take part and for those who have issues with singing in their classrooms, helpful suggestions will be given. Come and join in the singing and lift your spirits for music – "gives soul to the universe , wings to the mind, flight to the imagination". Plato 428BC-347BC.

#### **Presented by: Julie Billingsley**

Julie moved to the USA from the UK in 2007 and currently works as a music teacher in Montgomery County and DC in five Montessori schools, teaching 2 to 6 year- olds. She also trains student teachers at the Institute for Advance Montessori Studies at the Barrie school. Julie is an accredited trainer for the Maryland State Department of Education and a member of the American Montessori Society. She has training in Orff, Kodaly and Dalcroze approaches to music and is a member of the Mid Atlantic Chapter of Orff- Schulwerk. Julie recently joined the Rockville Chorus which performs classical and contemporary music. Music has been a part of her own life since early childhood and she has benefited from a varied and rich background in her own musical experiences. Julie's Master's

in Music Education and Montessori training were completed in London. She plays a number of instruments including, guitar, mandolin and most recently Ukulele. She taught for eleven years in Scotland in a public school teaching ages three to twelve year olds. From her travels, around the world, she has collected some unusual instruments which she takes into schools for the children and staff to experience playing them. Her aim is to foster an environment of learning through the practice of music and movement.

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### **Conversations that Matter: Talking With Parents and Staff in Ways That Serve**

Applicable to: All levels and Administrators

How do we discern what needs to be said and when to say it? How do we center ourselves so we can feel comfortable having, and be effective in important conversations? In this seminar we will turn to ourselves as a starting point to answering these fundamental communication questions. We will take a look at our own strengths and weaknesses, hesitations and impulses. We do this with the idea that once you, the medium for the message is clear, what needs to be said is much more easily said and with confidence. Becoming a good communicator takes time and practice, this seminar is an introduction of practices that can be used over time to strengthen your current skill level.

#### **Presented by: Lourdes Barden Sims, MA**

Lourdes Barden Sims has a Master's Degree in Psychology, and the Montessori Elementary Level I certification. Her work in Montessori schools as a teacher, administrator, and mentor for teachers has been her passion for 15 years. She works with individuals and schools to keep the spirit of Montessori education alive. The Spirit of Montessori is her way to reach a broader scope of families, teachers, administrators and their communities, and help them stay connected to and deepen their relationship with the spiritual (not religious) and practical aspect of their personal and professional lives, their communities and classrooms. Lourdes has over 20 years of experience with one on one advisement, designing and facilitating workshops and retreats, and in consulting schools, and teachers in building communities that are reflective of the core of the Montessori philosophy; that every life is unique and unfolding. Her 20 years of educational and spiritual practice in honoring the natural unfoldment of the individual has been essential in helping schools and communities grow in the spirit of Montessori. Over the years she has written articles peak performance, and has spoken at a variety of conferences throughout the United States and Canada, on communication, Montessori philosophy and pedagogy, and self-empowerment.

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### **Multicultural Montessori**

Applicable to: All levels and Administration

The goal of this session is to offer teachers realistic strategies for promoting multiculturalism and the appreciation of diversity within the classroom. The students will be offered reading lists, and website links for multicultural books, suggested ideas for family outreach initiatives, multicultural learning strategies within the classroom, challenging inner biases and/or stereotypes about children from other cultures, getting to know the whole child, understanding the cultural family dynamic of your students,

and learning to adapt the classroom to the needs of your diverse body of students, etc.

**Presented by: Sherita Sargusingh**

Sherita Sargusingh has been actively caring for young students for over 15 years. Sherita received her B.S in Studio Arts from Lincoln University, PA. Sherita has been an art educator for young children since 2003 and she has also been a certified Infant Toddler Montessori teacher for 6 years. Sherita attended the Institute for Advanced Montessori studies and thoroughly enjoys working with young learners. Sherita joined the Barrie faculty in 2015 and has continued to be a consultant and instructor for the Barrie Institute for Advanced Montessori Studies.

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**Science in a Box: Discovering the Undiscovered Curiosity in You**

Application to: Early Childhood

Children are curious by nature and so are adults. During this science workshop you will explore several ways to promote and enhance children's curiosity about the world of science. You will also discover how much fun you as a teacher can have doing science projects with children. You will experience an all hands on approach on the topic related to the science of color.

**Presented by: Denis Cerritos**

Denis is a Montessori Teacher at Norbeck Montessori where he has been teaching for 22 years. He has a bilingual classroom (Spanish) and is also the science and kindergarten teacher. He has a degree in Psychology and worked several years with children with behavioral and emotional problems at the Episcopal Center for Children in Washington DC. For the past 5 years he has been working for Montgomery College Workforce Development teaching a number of science and math workshops.

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