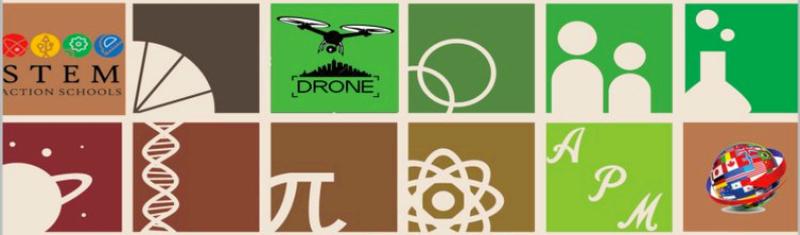


**Welcome to Aspen Park Montessori!
A “School of Innovative Technologies
and World Languages”.**

**We will focus on utilizing Montessori
instructional practices and
strategies supported by the latest
technologies for our iSTEM projects
and Spanish programs. Our
practice will be based on
Personalized/Project Based
Learning. As we grow, we will also be
including Advance Educative
concepts such as IB and AVID.**



Aspen Park Montessori
School of Innovative Technologies and World Languages
Cell: (303) 668-1532
www.aspenparkmontessori.org

WHAT MAKES A HIGH QUALITY MONTESSORI PRESCHOOL AND KINDERGARTEN

- ❖ **Meeting all of Colorado's Early Childhood State Requirements**
- ❖ **Supporting Montessori instructional practices as a foundation**
- ❖ **Blending Core Standards and STEM in creating iMontessori**
- ❖ **Establishing an environment where children will:**
 - ❖ **Develop appropriately by utilizing the latest forms of personalized learning.**
 - ❖ **Be exposed to Student-Centered Montessori instruction supported by technology.**
 - ❖ **Integrate Early Childhood Content with rich, hands-on experiences.**
 - ❖ **Be exposed to rigorous standards that provide a relevancy to what is being taught.**
 - ❖ **Have a collaborative connections to early learning and parents involvement.**

CHARACTERISTICS OF HIGH-QUALITY PROGRAMS

- **Understanding child development and learning (Montessori)**
- **Teacher-child relationships (Personalized Learning)**
- **Comprehensive standards-based curriculum (iMontessori)**
- **Learning through play and hands-on activities (Project Based Learning)**
- **Effective instructional practices (Developmental Appropriate Practice)**
- **Supports for students at risk and special needs (PBIS & MTSS)**
- **Assessment**
- **Professional Development**

ASPEN PARK MONTESSORI GUIDING PRINCIPLES

- ❖ The curriculum is Montessori, but blends in state standards and STEM.**
- ❖ Content knowledge, ceases to be the primary basis of learning. It becomes a component of higher levels of thinking such as inquiry, analysis, synthesis, evaluation and creation.**
- ❖ Student buy-in and ownership is of prime importance. All teaching strategies shift to facilitation.**
- ❖ Fostering a strong, caring relationship that encourages collaboration among staff, students and parents.**
- ❖ A culture that embraces out-of-the-box thinking while supporting the learning process through our failures and successes.**
- ❖ By utilizing iMontessori (Personalized) and Project-based (iSTEM) learning, students are motivated to use critical thinking and creativity to problem solve and construct their own solutions.**
- ❖ In learning a world language, students are connected to the outside world where they learn culture and communication skills.**
- ❖ Innovative Technology is readily available and easy to access. All computers will be utilized everyday to increase student motivation and academic understanding.**

12 PRINCIPLES OF CHILD DEVELOPMENT AND LEARNING

- 1. All areas of development and learning are important.**
- 2. Learning and development follow sequences.**
- 3. Development and learning proceed at varying rates.**
- 4. Development and learning result from an integration of maturity and experience.**
- 5. Early experiences have profound effects on development and learning.**
- 6. Development proceeds toward greater complexity, self-regulation, and symbolic or representational capacities.**
- 7. Children develop best when they have secure relationships.**
- 8. Development and learning occur in and are influenced by multiple social and cultural contexts.**
- 9. Children learn in a variety of ways.**
- 10. Play is an important vehicle for developing self-regulation and promoting language, cognition, and social competence.**
- 11. Development and learning advance when children are challenged and understand relevancy.**
- 12. Children's experiences shape their motivation and approaches to learning.**

DEVELOPMENTALLY APPROPRIATE PRACTICE

NAEYC

DAP is a founding perspective of the National Association for the Education of Young Children (NAEYC) for early childhood education whereby a teacher or child caregiver nurtures a child's social/emotional, physical, and cognitive development by basing all practices and decisions on:

- (1) theories of child development,**
- (2) individually identified strengths and needs of each child uncovered through authentic assessment, and**
- (3) the child's cultural background as defined by his community, family history, and family structure.**

3 CORE CONSIDERATIONS

We must all keep in mind that the goals for children's learning and development must be intentional in helping children achieve their learning goals. The core of developmentally appropriate practice lies in this intentionality. As they make decisions teachers consider these three areas of knowledge:

1. Knowing about child development and learning.

Understanding normal development and learning at different ages is a crucial starting point. This knowledge, based on research, helps us predict which experiences will support children's learning and development.

2. Knowing what is individually appropriate.

What we learn about specific children helps us refine decisions about how to teach and care for each child as an individual. By continually observing children's play and interaction with the physical environment and others, we learn about each child's interests, abilities, and developmental progress.

3. Knowing what is culturally important.

We must make an effort to get to know the children's families and learn about the values, expectations, and factors that shape their lives at home and in their communities. This background information helps us provide meaningful, relevant, and respectful learning experiences for each child and family.



THE FIVE KEY EFFECTIVE TEACHING PRACTICES OF DEVELOPMENTALLY APPROPRIATE PRACTICES

NAEYC

- 1. Creating a caring community of learners;**
- 2. Teaching to enhance development and learning;**
- 3. Planning curriculum to achieve important goals;**
- 4. Assessing children's development and learning;**
- 5. Establishing reciprocal relationships with families.**

**Full-Day
Preschool & Kindergarten
Every student, every classroom,
every day**

**Student centered, hands-on learning experiences promoting
creativity through the use of the latest technologies**

Deep knowledge of child development	World Language learning environments	A balanced and blended curriculum	Assessment by checking for understanding
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Personalized Learning and Relevancy in Instruction

**Montessori Learning Standards for Early Childhood
Education**

Emotional Skills	Math	Communication Skills	World Language	Science	Large Motor Skills	Arts
Health	Literacy	Social Skills	Physical Education	Social Studies	iSTEM	Small Motor Skills

**ACADEMIC RIGOR, RELEVANCY TO INSTRUCTION AND
RELATIONSHIP BUILDING**

High Quality Instruction

Planning and Preparation



THE INTERACTIVE LEARNING STYLE OF EARLY CHILDHOOD STUDENTS MUST BE REFLECTED IN THE STRUCTURE OF THE SCHEDULE.

- **Sitting or deskbound components during the day must be separated by the more active elements.**
- **Teacher-centered instruction should be limited to 30 minutes and teachers should facilitate learning.**
- **There must be a balance of teacher directed and student initiated activities.**
- **Teacher must check for understanding throughout the day.**
- **At least 60-90 minute uninterrupted independent student directed work time for full time students.**

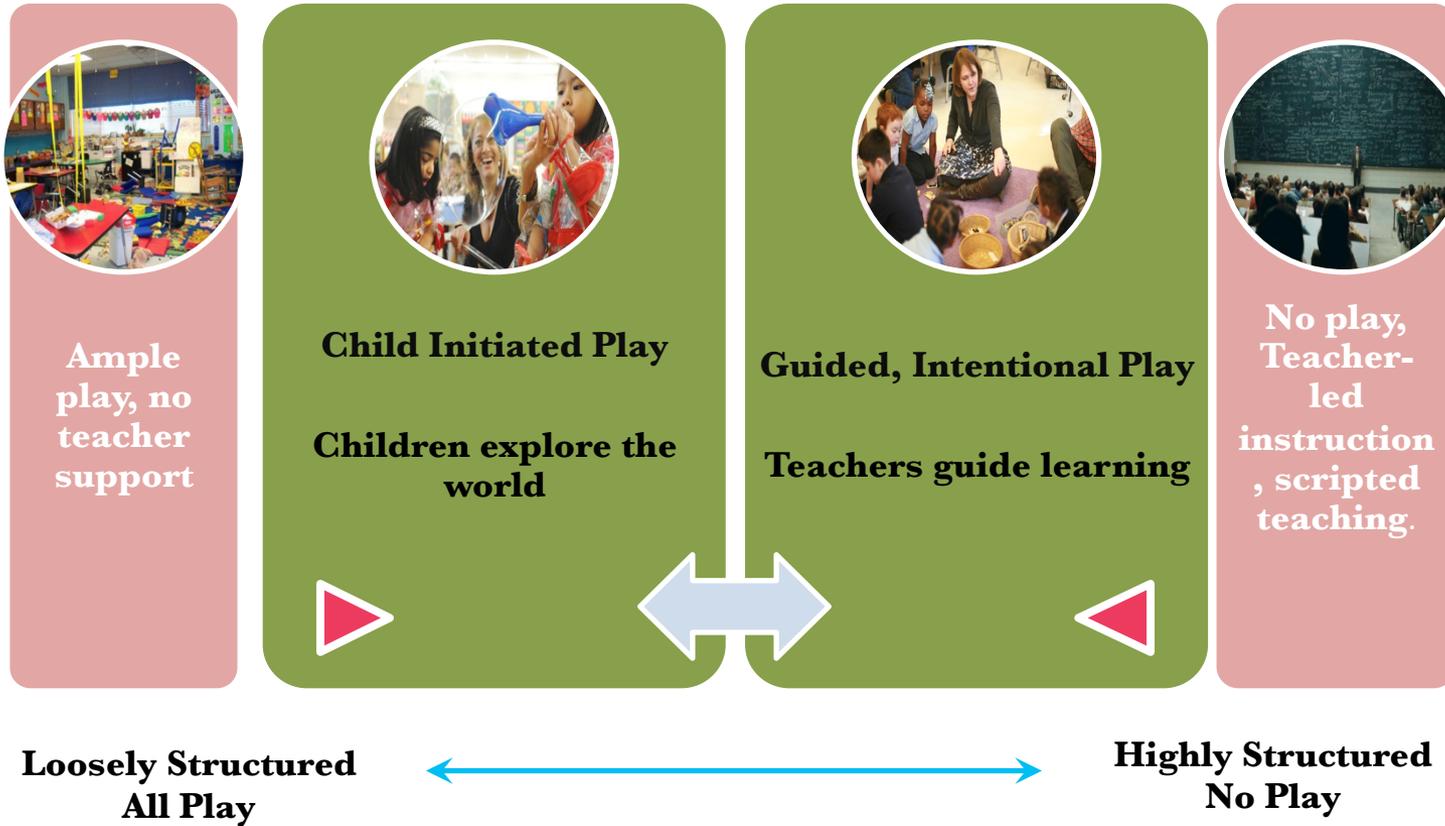
**Play is the highest
form of research.”**

Albert Einstein



A BALANCING ACT

Kindergarten Continuum (adapted from Crisis in the Kindergarten)





IT IS NOT PLAY VS. LEARNING BUT PLAY AND LEARNING

Educational benefits include...

- **providing a meaningful context for children to learn concepts and skills**
- **making learning fun and enjoyable**
- **encouraging children to explore and discover together and on their own**
- **allowing children to extend what they are learning**
- **encouraging children to experiment and take risks**
- **providing opportunities for collaborative learning with adults and peers**
- **allowing for the practice of skills**

**“PLAY WORKS, BUT IS SERIOUSLY ENDANGERED IN
TODAY’S SCHOOLS.”**

–JOAN ALMON & EDWARD MILLE

Participatory Learning:

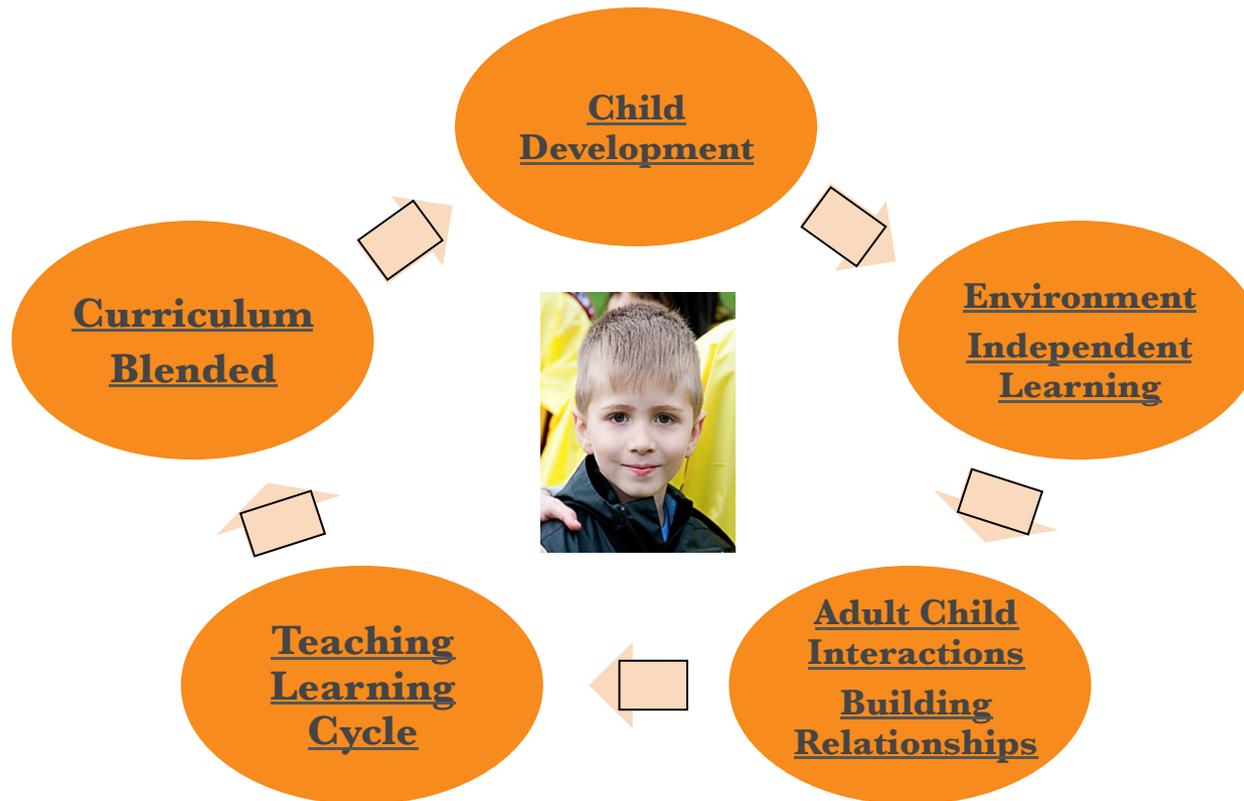
Child and teacher work together to create a plan. Teacher models, talks, and laughs with child as they work.

Collaboration and appropriate play with peers is encouraged.

Just right length of time:

If the play period is too short, the children cannot develop complex play scenarios, if it is too long, it disintegrates.

IT ALL BEGINS WITH THE CHILD...



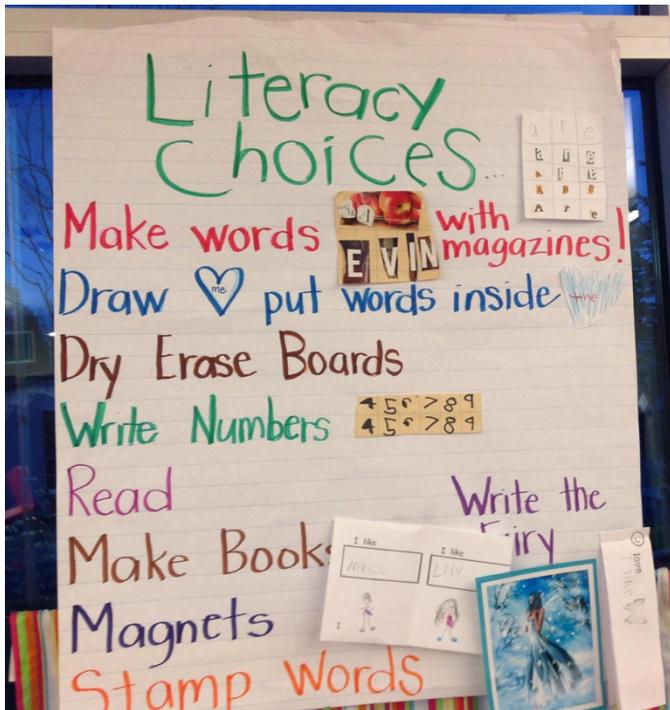


THE STORY OF A STUDENT

After completing one class during school, Jonathan was able to solve one problem. Within this problem, he was successful in developing the following skills:

- fine motor development**
- social/emotional skills**
- oral language skills**
- asking questions**
- measurement**
- line and shape**
- finding resources**
- owning his success**

CHOICE AND OWNERSHIP



What is the bottom line? Students are offered plenty of appropriate and intentional choices during their day in so they can take ownership over their learning and take larger strides at becoming independent.



**"EXPERTS TELL US
THAT 90% OF ALL
BRAIN DEVELOPMENT
OCCURS BY THE AGE
OF FIVE. IF WE DON'T
BEGIN THINKING
ABOUT EDUCATION IN
THE EARLY YEARS, OUR
CHILDREN ARE AT RISK
OF FALLING BEHIND BY
THE TIME THEY START
KINDERGARTEN."**

- ROBERT. L. EHRLICH



**THANK YOU FOR YOUR INTEREST IN
ASPEN PARK MONTESSORI, SCHOOL OF
INNOVATIVE TECHNOLOGIES AND
WORLD LANGUAGES.**

**WE LOOK FORWARD TO SEEING YOU IN
OUR SCHOOL.**

CEO/Executive Director

Santiago R. Grado

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Teacher

Alli Mahon

Gabriela Amador

REFERENCES

- **Faculty Development Creative Teaching and Learning Strategies: Lisa M. Sullivan, Associate Dean for Education, Professor and Chair, Department of Biostatistics, Boston University School of Public Health**
- **FDK Eligibility List: <http://www.k12.wa.us/SAFS/default.asp>**
- **WaKIDS: www.k12.wa.us/WaKIDS/**
- **Full-day Kindergarten: www.k12.wa.us/EarlyLearning/FullDayKindergartenResearch.aspx**
- **National Association of the Education for Young Children, NAEYC**