



2017

Student Policy Handbook

CMStep
PO box 17152
Richmond, VA 23226
804-869-2111

Revised January 2017

CODE OF ETHICS (MACTE 3.6.1)

AMS requires that all member schools and affiliated teacher education programs agree to comply with the AMS Code of Ethics. AMS relies on self-compliance of this Code.

In pledging to accept the Code of Ethics, heads of schools and program directors agree that the educators in their institutions will strive to conduct themselves professionally and personally in ways that reflect their respect for one other and for the children they serve; and that they will do whatever is within their talents and capacity to protect the right of each child to have the freedom and opportunity to develop his or her full potential.

Principle I - Commitment to the Student

In fulfillment of the obligation to the children, the educator—

1. shall encourage independent action in the pursuit of learning;
2. shall protect the opportunity to provide for participation in educational programs without regard to race, sex, color, creed, or national origin;
3. shall protect the health and safety of students;
4. shall honor professional commitments and maintain obligations and contracts while never soliciting nor involving students or their parents in schemes for commercial gain;
5. shall keep in confidence information that has been secured in the course of professional service, unless disclosure serves professional purposes or is required by law.

Principle II - Commitment to the Public

The Montessori educator shares in the responsibility for developing policy relating to the extension of educational opportunity for all and for interpreting educational programs and policies to the public.

In fulfilling these goals, the educator—

1. shall support the American Montessori Society and not misrepresent its policies in public discussion. Whenever speaking or writing about policies, the educator should take the precaution of distinguishing private views from the official position of the Society.
2. shall not interfere with nor exploit the rights and responsibilities of colleagues within the teaching profession.

Principle III - Commitment to the Profession

The Montessori educator makes efforts to raise professional standards and conditions to attract persons worthy of trust to careers in Montessori education.

In fulfilling these goals, the educator—

1. shall extend just and equitable treatment to all members of the Montessori education profession;
2. shall represent his or her own professional qualification with clarity and true intent;
3. shall apply for, accept, offer, recommend, and assign professional positions and responsibilities on the basis of professional preparation and legal qualifications;
4. shall use honest and effective methods of administering duties, use of time, and conducting business.

Adopted 1969, AMS Board of Directors. Expanded 1975. Updated 2008 and 2010.

INTRODUCTION (MACTE 3.13.1)

This student handbook provides information about the preparatory program requirements in choosing a new focus for a teaching career. The following pages acquaint you with the purpose and brief history of the Cincinnati Montessori Secondary Teacher Education Program (CMStep) and the staff.

The various courses and progression of the secondary teacher education program are outlined along with the specific requirements and the rights and responsibilities of the student (hereafter referred to as the adult learner).

Dates and time schedules, tuition and fees, and a list of relevant books are included to provide a preview of what lies ahead in the preparation for becoming a fully credentialed Montessori secondary teacher.

The Cincinnati Montessori Secondary Teacher Education Program (CMStep) is affiliated by the American Montessori Society (AMS) and accredited by the Montessori Accreditation Council for Teacher Education (MACTE Commission).

The American Montessori Society (AMS) was established in the United States in 1960 and is a national, nonprofit educational organization with both individual and institutional members. The national office of the American Montessori Society is located at 281 Park Avenue South, 6th Floor, New York, New York 10010 – 212-358-1250. Students enrolled in CMStep are automatic members of AMS for one (1) year. Continued membership in the organization requires membership registration and a fee.

To be eligible for the AMS membership in the category of a Teacher Training Program affiliate, the institution/program (CMStep) holds accredited status from the Montessori Accreditation Commission for Teacher Education (MACTE) and upholds all the AMS requirements and standards for membership.

The Montessori Accreditation Commission for Teacher Education (MACTE) is a national, nonprofit agency that accredits a variety of Montessori institutions/programs that adhere to the Commission's standards and practices in the preparation of teachers in the Montessori Method of Education. MACTE is recognized by the United States Department of Education.

History of CMStep (MACTE 3.13.1)

The Cincinnati Montessori Secondary Teacher Education Program is the outgrowth of a need for Montessori trained teachers at the secondary level in the Cincinnati area due to the success of Clark Montessori School Junior & Senior High School. Clark Montessori was the first public secondary Montessori School in the nation, founded in 1994 as a Cincinnati Public School. All of the original team of teachers were trained and credentialed for Secondary I with Houston Montessori Center.

In 2003, Marta Donahoe, program coordinator and a founder of Clark Montessori, developed the foundation for a teacher education program. She worked with a women's leadership academy to develop a course, called the Montessori Colloquium for Teacher Trainers. This colloquium was held in the summer of 2004 with seven participants. Four of those teachers, with Marta, became the teacher education core group for the following summer.

In order to formalize plans for a secondary Montessori teacher education program in Cincinnati, Marta worked with the Mayerson Academy, the teacher-training institute of Cincinnati Public Schools. In the summer of 2004 the first secondary courses were held with eight full-time participants, 10 part-time participants and preparation of a self-study for the Secondary I-II course was begun. In 2008 CMStep courses were approved by Xavier University for graduate credit leading to a masters degree.

In 2015, Katie Keller Wood and Marta Donahoe became co-directors of CMStep, and the CMStep office location moved to Richmond, Virginia. Coursework, however, remains in Cincinnati. Most courses are held at Clark Montessori Jr./Sr. High School. Other locations include Xavier University and Hebrew Union College in Cincinnati. Erdkinder is held at Highland Lake Cove, in Flat Rock, NC. In July 2017, Katie will assume the role of executive director.

CMStep received accreditation for its Secondary I-II courses from the Montessori Accreditation Council for Teacher Education (MACTE) Commission, and became an affiliate of the American Montessori Society in March 2007. Since then, CMStep has maintained continual MACTE accreditation and AMS affiliation.

The Montessori Method

The basic principle in the Montessori philosophy of education is that every child carries within her the qualities of the person she can or will become. In order to develop the physical, intellectual, and spiritual powers to the fullest, the child must have freedom- a freedom that is achieved through order and self-discipline.

The world of children is full of sights and sounds which at first appear chaotic. It is from this chaos that children must gradually create order, and learn to distinguish between the impressions that assail their senses; slowly but surely they will gain mastery of themselves and of their environment.

Montessori education dates back to 1907, when Maria Montessori opened the *Casa dei Bambini*, or Children's House, in a low-income district of Rome. Her unique philosophy sparked the interest of educators worldwide, and in the following decades Montessori schools opened throughout Europe, in North and South America, and, finally, on every continent but Antarctica.

Maria Montessori developed what she called the "prepared environment" which already possesses a certain order and encourages children to develop at their own pace according to their own capabilities in a non-competitive atmosphere in their first school years. "Never let a child risk failure until he has a reasonable chance of success," said Dr. Montessori, understanding the necessity for the acquisition of a basic skill before its use in a competitive learning situation.

The years between three and six are the years that children most easily learn the ground rules of human behavior. These years can be constructively devoted to "civilizing" children, freeing them through the acquisition of good manners and habits to take their place in the culture in which they live. Children who have had the benefit of a Montessori environment are more likely at a later age to devote themselves exclusively to the development of their intellectual faculties.

Dr. Montessori has recognized that the only valid impulse to learning is the self-motivation of the child. Children move themselves toward learning. The teacher prepares the environment, directs the activity, functions as the authority, offers the work according to the readiness of each child.

Montessori wrote about the education for the adolescent in *From Childhood to Adolescence*, and more specifically in an appendix, which she called "Erdkinder." It is from that essay and on the basis of many conversations and observations that modern-day secondary Montessori educational programs are based.

CMStep's PURPOSE, MISSION, and GOAL (MACTE 1.3)

CMStep exists to prepare Montessori teachers, following AMS and MACTE guidelines, for careers in Montessori education at the Secondary I-II level for public and private Montessori school programs.

CMStep's mission is to prepare Montessori teachers by emphasizing an understanding of the rationale behind the Montessori method, the spirit of the Erdkinder curriculum, and to function in the Montessori prepared environment.

CMStep's goal is to prepare a Montessori professional who:

- demonstrates developmentally appropriate, rigorous curricula
- provides a prepared environment in which the adolescent can learn and grow
- supports the adolescent to find her place in society by developing an understanding of the Montessori philosophy
- fosters a sense of stewardship and community
- honors the principles of peace and understanding

PROGRAM DESCRIPTION (MACTE 1.2)

Adult learners, upon successful completion of all requirements, will receive an AMS Secondary I-II Montessori Credential. Adult learners have the option of applying to and completing a M.Ed. in Montessori Education through Xavier University, Cincinnati, Ohio. (Note that there are additional costs and courses required for the M.Ed. Please contact Xavier University for details.)

The AMS Montessori teacher credential is issued for life. However, credentialed teachers need to document 50 hours of professional development every 5 years. The first 5-year period begins at the date of credential. Failure to complete the required number of hours in the prescribed 5-year period will result in a credential with inactive status. The process repeats every 5 years.

Examples of acceptable professional development opportunities can be found on the AMS website (www.amshq.org). It is the intention of CMStep to offer professional development opportunities in the coming years.

REQUIREMENTS FOR SECONDARY I-II CREDENTIAL (MACTE 6.1.2)

The Secondary I-II course consists of an Academic Phase and a Practicum Phase. The minimum amount of time to complete the full program is 16-18 months. The maximum amount of time to complete the program is three (3) summers and two (2) school years.

Prerequisite Work

Both the adult learner and the administrator read, sign, and submit the Adult Learner Agreement form and the Administrator/Practicum Site Agreement form with the application.

Adult learners complete the prerequisite readings before classes begin. These assignments and forms can be found on the “Application Process” and “Downloads” pages of the CMStep website.

Adult learners without previous Montessori training are required to complete an on-line “Overview” course before the AMS Secondary I & II credential is granted. Information regarding the “Overview” course can be found on the “Application Process” page of the CMStep website. (Note: It is recommended, but not required, that this course be completed before the adult learner begins his/her first summer of coursework.)

Academic Phase (Summer coursework in Cincinnati, Ohio)

SUMMER 1: Adult learners generally complete five weeks of training in Cincinnati during their first summer. Note: Other structures will be considered with the permission of the Director.

Orientation: The Sunday afternoon preceding the first day of class.

Philosophy: Week 1. Located at Clark Montessori School. 8:00 a.m. to 6:00 p.m. with evening reading and work. The writings of Maria Montessori as well as prominent adolescent experts are examined. This course is a required prerequisite for all other courses.

Introduction to Curriculum: Week 2 or 3.. Located at Xavier University. 8:00 a.m. to 6:00 p.m. with evening reading and work. Key concepts in Lower and Upper Elementary classrooms, materials, and methodologies are presented. Prerequisite: Philosophy.

Erdkinder: Week 2 or 3. Highland Lake Cove: Flat Rock, NC. This is an overnight, 4 ½ day physical experience that further explores Montessori’s writings on adolescent characteristics and needs. Additional equipment/work clothing may be needed; a packing list will be sent prior to the start of classes. Prerequisite: Philosophy

Curriculum Development: Weeks 4 & 5. Located at Clark Montessori. 8:00 a.m. to 6:00 p.m., with evening and weekend work, including in-person work on Saturday. The basic structures of a Montessori secondary curriculum are presented; adult learners develop unique curriculum for their individual school setting. Prerequisites: Philosophy & Introduction to Curriculum.

SUMMER 2: Adult learners generally complete the final weeks of coursework in Cincinnati during the second summer.

Pedagogy of Place: Week 1. Located at Clark Montessori. 8:00 a.m. to 6:00 p.m. with evening reading and work. Adult learners learn and prepare field study work for adolescents. Prerequisites: Philosophy, Introduction to Curriculum, Erdkinder, & Curriculum Development.

Structure & Organization: Week 2 and 3. Located at Clark Montessori. 8:00 a.m. to 6:00 p.m. with evening work. This is an extension of Curriculum Development. It involves problem solving from the Practicum teaching year. Prerequisites: Philosophy, Introduction to Curriculum, Erdkinder, & Curriculum Development.

Practicum Phase (classroom teaching and additional learning) (MACTE 6.1.1)

The Practicum Phase provides a period during which the adult learner bridges the gap between theory and its implementation in a fully equipped Montessori environment with children in the specific age range for which the adult learner is being trained.

Prerequisites: Submit the completed Adult Learner and Administrator/Practicum Site Agreements and complete the Philosophy, Introduction to Curriculum, and Curriculum Development courses.

PRACTICUM: a full academic year of teaching is required.

Teaching: a minimum of six (6) hours a day, five (5) days a week, for nine consecutive months in a Montessori middle or high school program for adolescents (ages 12-15 or 15-18). (See practicum the Administrator/Practicum Site Agreement for further practicum site requirements.) Consultation related to a minimum of two site visits / observations, one videotaped visit with written reflections and support materials, and regular communication with CMStep field consultants is documented.

Intensive Seminars: The adult learner attends two Intensive Seminars (fall and winter) in Cincinnati.

Observations in Elementary Montessori Classrooms: Three (3) are required, one each in an Early Childhood (ages 3-6), Lower Elementary (ages 6-9) and Upper Elementary (ages 9-12) classroom. Minimum of 2 hours each.

Completion of Cycles of Study: Based on the work of the Curriculum Development class, additional Cycles of Study are compiled to complete the school year.

Year-long Project: The adult learner completes a project that will benefit his/her Montessori classroom, including a personal exploration of mindfulness principles. (M.Ed. candidates with Xavier University complete the thesis through XU in lieu of the CMStep Year-long Project.)

Practicum Sites

A person earning a Secondary I-II credential must complete a 1080-hour practicum in a Montessori school that complies with the standards of AMS and MACTE. The entire list of requirements can be found in the 'Administrator & Practicum Site Agreement' at www.cmstep.com/downloads.

Site Visits

During the Practicum Phase, CMStep appoints a field consultant to each adult learner to make observations and provide consultation about the teaching of adolescents in the Montessori secondary classroom. These 'site visits' are intended to assess the progress of the adult learner and to give support and suggestions for increasing the effectiveness in the prepared environment.

VISIT 1: The first site visit will be scheduled in the fall of the Practicum Phase. It will be done on-site. The field consultant often meets with the Head of School, and always follows the observation day with a written report and discussion/consultation of the day. Goal setting is an important element of the meetings.

VISIT 2: The second site visit is usually a virtual visit to the classroom, with the adult learner making recordings, watching them, and preparing written reflections. These materials are then submitted to the field consultant for review and follow-up consultation with the adult learner.

ADDITIONAL CONSULTATIONS: Field consultants are available by phone, email, or Skype throughout the Practicum Phase. In addition, adult learners will maintain regular, monthly contact with their field consultant.

VISIT 3: The third visit is often the final visit. It is scheduled during the fall or winter of the following school year.

ADDITIONAL VISITS: Additional site visits, on-site or virtual, may be needed to document fulfillment of the required elements of a secondary Montessori classroom. *Expenses related to any additional visits will be the responsibility of the intern or sponsoring school.*

The Adult Learner's Preparation for the Site Visits

During the Practicum Phase, it is expected that the adult learner will make every effort to implement Montessori philosophy, practices, structures, curriculum, and instructional methodologies that have been presented during the Academic Phase.

When a site visit is scheduled, the adult learner should plan to conduct classes as normally as possible. Copies of handouts, lesson plans, and work components that have not previously been reviewed by an instructor or field consultant should be prepared and provided for the field consultant.

The adult learners may refer to the two documents “Observing in a Montessori Secondary Classroom” and “Chart of Essential Montessori Secondary Practices” to help guide them. (These forms are available at www.cmstep.com.)

After each visit, the field consultant will prepare a written report. Copies are given to the adult learner and kept on file with CMStep.

Successful completion of the Practicum Phase will be determined by the field consultant. This decision is based upon her observations and the attainment of goals set during the site visits. To help document the adequate completion and implementation of all secondary Montessori elements, two forms are used: (1) “Observing in a Montessori Secondary Classroom” and (2) “Chart of Essential Montessori Secondary Practices.”

ACADEMIC WORK REQUIREMENTS

High quality work is expected.

The Cincinnati Montessori Secondary Teacher Education Program is an innovative multidisciplinary graduate program for adult learners interested in creating exciting, dynamic, and relevant curriculum and field studies for 12-18 year-old students. Adult learners will be exposed to a variety of course experiences designed to serve as a hands-on introduction to designing curriculum in their particular discipline(s) and methods for presenting lessons and designing work in ways that promote student accountability and responsibility. CMStep offers an opportunity for the adult learner to engage the adolescent by using field studies, community-building techniques, and a variety of other teaching methods.

It is the expectation that all work contained in the syllabus for each course will be completed on time and in a high-quality manner. Assignments, demonstrations, and projects are part of the curriculum. Each adult learner has the responsibility to accept the challenge of this rigorous program and produce their own work based on the knowledge learned and the insight gained. Taking the time to reflect on this new knowledge leads to quality work.

Participation and contribution to the learning community is not to be taken lightly. Colleagues have much to share with their peers and through educational dialogue and discourse, much insight can be learned.

HONESTY & PLAGIARISM

Because CMStep values the professional growth of each adult learner, fabrication or plagiarism is not acceptable. Adult learners must paraphrase, quote, or give credit to the work of others when completing assignments. There are many examples on the web of how to avoid plagiarism. If an adult learner is suspected of copying the work of others, disciplinary procedures will be invoked.

ASSESSMENT, EVALUATION, AND GRADING (MACTE 3.9.2, 7.1.1)

Adult learners in CMStep are responsible for managing their progress. Instructors will provide feedback on work quality and will be available to meet individually with adult learners to discuss progress.

Grades and/or status at the end of each completed class will be shared with the adult learners, CMStep, and, if applicable, with Xavier University.

Evaluation during the Academic Phase

1. Each instructor maintains records of progress for each adult learner in the class.
2. Rubrics and/or lists of assessment criteria are provided for each class.
3. Adult learners complete self-assessment documents during and after each class. These documents are used as a source for conversations between the instructor and learner. At the end of the class, the documents are retained by CMStep in the adult learner's file.
4. Adult learners who are working toward a Masters degree with Xavier University are assigned a grade at the end of the class. The following scale is used:

A	> 94.9%
A-	93.0-94.9%
B+	90.0-92.9%
B	85.0-89.9%
B-	82.0-84.9%
C+	80.0-81.9%
C	75.0-79.9%
C-	72.0-74.9%
F	< 72.0%

5. For adult learners who are not pursuing a Masters degree, the grading scale may be used to help them assess their progress during the class, but a Pass-Fail grade is assigned at the completion of a class.

Under this system, any assignment receiving less than 82% shall be returned for revisions and resubmitted by an assigned due date. An incomplete grade must be completed within one week after the student's last summer course unless other arrangements have been made.

Evaluation during the Practicum Phase: (MACTE 6.3.1)

1. Adult learners are required to successfully complete the teaching assignment for the school year according to the Head of School and the field consultant.
2. Adult learners must satisfactorily complete all assignments.
3. Adult learners must attend the Fall and Winter Intensive Seminars in Cincinnati.
4. If an adult learner has an extended illness or if there are other reasons causing the adult learner to be absent from his/her Practicum site for an extended period of time, the Practicum will be extended to the next school year.

ATTENDANCE (MACTE 3.7.1, 3.7.2)

Adult learners enrolled in CMStep must attend the required number of hours.

Attendances at classes, lectures, demonstrations, labs, and off-site experiences are considered part of the AMS course hour requirements for certification. Attendance is taken at the beginning of each class. Any absence is shared with the Co-Directors and/or Practicum Director. **ATTENDANCE IS MANDATORY.**

Adult learners in the Practicum Phase for Secondary I-II must work in their teaching assignment/site, a minimum of 6 hours a day, 5 days a week for the year following their Summer I training.

ABSENCE

Adult learners may only be excused in the case of severe illness or death or birth in the immediate family. An absence must be reported to the CMStep Directors. Any absence not reported will be considered as unexcused. Any adult learner with one or more unexcused absences will receive notice and will be on probation.

All aspects of the training are essential. Therefore, when one day is missed, it may be required that the entire course must be retaken. Students who miss two or more days within a course will be required to make up the entire week during the course's next scheduled session. As soon as the make-up work has been completed, the course instructor will approve completion of make-up so the certification process can proceed.

If any part of the practicum is missed, the adult learner must participate during the next scheduled session of that course. If any part of the Fall or Winter Intensive Seminar is missed, the adult learner must attend the next scheduled session of the practicum in the following year.

TARDINESS

CMStep considers punctuality a signal of respect and consideration for fellow community members and instructors by honoring the preparation and presentations. **Tardiness on two (2) occasions will be counted as an unexcused absence with all conditions for unexcused absences applying.**

If tardiness is attributed to an emergency situation, the adult learner should call the instructor at the earliest opportunity. The adult learner should also submit a written statement documenting the situation. **If tardiness is in excess of one hour, the above absence policy applies.**

THREE (3) YEAR COMPLETION REQUIREMENT

The American Montessori Society grants adult learners three (3) years (three summers and two school years) to complete the credential process. If an unsatisfactory assessment or an extension of the Practicum Phase is recommended, the adult learner must write to CMStep requesting this extension stating the reasons for the request. If the request is granted, the adult learner must incur the expense for retaking the practicum course.

DISMISSAL (MACTE 3.8.1)

Academic Dismissal

Adult learners will be dismissed from CMStep for failure to satisfy the requirements for the program for which they are enrolled.

- Failure to complete or pass a course or other written or practicum requirement of CMStep within the appropriate timeline will constitute dismissal.
- Unsatisfactory work or academic misconduct including cheating, fabrication, and plagiarism is grounds for dismissal.
- There are no tuition refunds given once summer classes begin.

Behavior Dismissal

Behavior that is detrimental to the group and is brought to the attention of the Directors will constitute a reason for meeting with one or more of the Directors. If behavior is brought to the attention of the Directors a second time, it is grounds for dismissal. Such behavior could consist of disrespectful disruption in class, sleeping through the sessions, inappropriate attire, and/or issues of tardiness or absences from class.

Procedures

1. A summary to explain an unsatisfactory assessment will be shared with the adult learner. The instructor meets with the adult learner to discuss the infraction.
2. The offensive behavior is brought to the attention of the Directors. One or more of the Directors will meet with the adult learner regarding the behavior. The adult learner may be placed on probation. If the offense recurs, the adult learner will be dismissed from the course and possibly from the program.
3. The adult learner could petition the CMStep arbitration committee by following the procedures as stated in the Grievance Procedures section of this Handbook. No petitions will be heard until appropriate procedures are followed.
4. All decisions by the CMStep Directors are final.

GRIEVANCE PROCEDURES

The following grievance procedure may be followed in areas of fairness of treatment. CMStep maintains an Arbitration Committee for handling any problems relative to the program.

The Complainant: Any person who is directly involved with the program (staff, students, director) may register a complaint.

The Complaint: Extreme dissatisfaction with an aspect of the training that lies within the province of control or responsibility of the program may constitute the basis of complaint.

The Respondent: The person(s) or institution cited as the offending part in the Complainant's written statement.

Procedure:

1. The Complainant will informally discuss the grievance with the concerned party, the Respondent. First, the concerned parties will meet privately, secondly, in the presence of a witness. **A written record is required.**
2. If satisfaction is not received, then the Complainant should send a written complaint to the training course Executive Director, who will serve as the Chairperson of the Arbitration Committee. A copy of the complaint should be sent to the Respondent. In the case that the Executive Director is also the Respondent, another CMStep Director will be appointed Chairperson.
3. The Executive Director, upon receipt of the complaint, will contact both parties involved. A meeting of both parties may be set to discuss the situation and seek a solution.
4. The Complainant may appeal to the Arbitration Committee. The grievance must be written and submitted to the Chairperson. The Committee will arrange a date within seven days of the request. Both parties will be required to be in attendance at this meeting.
5. An additional stand-by member will replace any member of the Arbitration Committee against whom complaint has been submitted.
6. If the grievance is not resolved within thirty days of the first meeting and all of the above avenues have been followed, the Complainant may contact the Arbitration procedures/Problem Solving Procedures of MACTE and AMS*.

*A description of the procedures may be obtained from:

MACTE, 420 Park Stree, Charlottesville, VA 22902, (434) 202-7793

American Montessori Society, 116 East 16th Street, NY, NY 10003, (212) 358-1250

ARBITRATION COMMITTEE

The Arbitration Committee consists of four (4) permanent members. Two additional members are chosen from the current adult learners. One additional stand-by member is chosen from the current faculty.*

CMStep's Arbitration Committee is comprised of the following individuals:

- Katie Keller Wood, Executive Director
- Marta Donahoe, Director of Professional Development
- Barb Scholtz, Practicum Director
- Jonathan Wood, CMStep business advisor
- Additional members (2), chosen from the adult learners
- Stand-by member (1 or 2*), chosen from the faculty

The members of the Arbitration Committee will deal only with those grievances following the correct procedures. **ALL GRIEVANCES MUST BE IN WRITING.** Individual committee members will not hear nor act upon complaints but will help resolve matters only at a committee meeting with all of the members present.

*In the event a complaint is submitted against any member of the Arbitration Committee, an additional designated stand-by member will take his-her place.

REINSTATEMENT OF FILE

Adult learners who have not completed the credentialing process within the three-year time frame will have their file inactivated. However, the file may be reinstated within one year if the following conditions are met:

1. The adult learner schedules a meeting with the CMStep Executive Director.
2. The adult learner resubmits all application paperwork, including a personal statement to indicate both intentions and a proposal for completing the credential in a timely manner (Note: This is usually one year.) and administrator/practicum site agreement from the Head of School supporting the commitment to continue the process of credentialing.
3. The adult learner submits a specific timeline of dates (usually within a year) indicating the plan for completing and submitting outstanding requirements.
4. The adult learner submits payment of \$800 to reactivate the file, plus \$1000 for any remaining courses or intensives, or \$300 (plus travel expenses) for any remaining site visits.
5. CMStep will not schedule the final site visit until all documents above are submitted and reviewed, and until all outstanding coursework or other obligations have been received, reviewed and approved.
6. CMStep will notify the adult learner of reinstatement approval.

RIGHTS AND RESPONSIBILITIES OF THE ADULT LEARNER

CMStep maintains its rights as an institution of private post-secondary education. Adult learners have the following responsibilities:

Admissions

- To read all information published by CMStep
- To be knowledgeable about other available programs, certification, and accrediting agencies, so that enrollment in CMStep is an informed choice.
- To complete the application process promptly by submitting required materials and meeting pre-training requirements.

Financial Agreements

- To read any and all information provided regarding fees, refund policies, and financial requirements, and to request further information or clarification when needed.
- To read and understand all financial agreements made to and by CMStep, and to keep a copy of all agreements and receipts.
- To meet financial obligations to CMStep promptly.

Academic Programming

- To read any and all information provided by CMStep and to request further information or clarification when necessary.
- To be an active adult learner in the course of study offered by CMStep within the context of stated requirements and existing institutional resources.
- To monitor his or her own personal and academic progress throughout the training period, during both the Academic and the Practicum Phases.
- To attend all required classes and instructional activities, to come prepared, and to complete assignments on time.
- To respect the principle of academic and professional integrity.
- To respect the freedom of the staff to inquire, publish, and teach.
- To respect the facilities and property of the program, including buildings, books, and equipment, and to observe stated requirements for their use.

“The first step to take in order to become a Montessori teacher is to shed omnipotence and become a joyous observer.”

-Maria Montessori

APPLICATION PROCESS/ADMISSIONS CRITERIA (MACTE 3.3, 3.4.2, 3.4.3, 3.8.3, 3.10.1, 3.15.1)

A current application is available on the CMStep website (www.cmstep.com). The application should be completed and submitted with all appropriate documentation and payment by May 15 to be considered for that summer's coursework.

Applicants must have a minimum of a Bachelor's degree and must complete all parts of the application. CMStep will promptly notify the applicant if the cohort is full and not accepting additional applicants.

After completing online application and personal statement, submit the following to CMStep:
PO box 17152; Richmond, VA 23226 or katie@cmstep.com

- the non-refundable application fee: \$800.00
- one (1) official (printed) transcript from the most recent educational institution from which you earned a degree
- two (2) current professional letters of recommendation
- the signed Adult Learner Agreement
- the signed Administrator/Practicum Site Agreement

There is not a selection process for admission. Admission is based on the availability of openings.

Transfers from other secondary training programs are not usually considered. However, individual situations may be discussed with the director, and an exception may be granted if agreed to in accordance with AMS policies.

Questions should be addressed to the Directors.

CANCELLATION OF APPLICATION NOTICE: The applicant may cancel this contract and receive a refund of tuition paid to date if the cancellation is made in writing to Katie Keller Wood within three (3) business days after the date of signature on this application.

HOLDER IN DUE COURSE STATEMENT: Any holder of this consumer credit contract is subject to all claims and defense which the debtor could assert against the seller of goods or services obtained pursuant hereto or with the proceeds hereof. Recovery hereunder the debtor shall not exceed amounts paid by the debtor.

CREDENTIAL AWARD DISCLAIMER: Every effort will be made to assist the adult learner in earning his/her Montessori secondary credential. Ultimately, the adult learner's work quality and transformation in the classroom will determine whether the credential is awarded.

JOB PLACEMENT DISCLAIMER: This institution does not guarantee job placement to graduates upon program/course completion.

TRUTH IN ADVERTISING: CMStep adheres to a policy of truth in advertising. At no time does the program knowingly disseminate false information. Through the use of accurate information in publications and by making the information available to staff, students, and the professional community, the program attempts to educate both its clientele and the public as its purposes and procedures as well as to the nature and potential of Montessori education.

NON-DISCRIMINATION: CMStep accepts adult learners of any race, color, national or ethnic origin, religion, sex, gender identity (including gender expression) and sexual orientation to all the rights, privileges, and activities generally accorded or made available to its participants. It does not discriminate on the basis of race, color, national or ethnic origin, religion, sex, gender identity (including gender expression) or sexual orientation in the administration of its educational, admissions or personnel policies.

CONFIDENTIALITY OF RECORDS: CMStep guarantees the confidentiality and access of adult learner records in accordance with the Family Educational Rights and Privacy Act.

COURSE CANCELLATION: Should CMStep cancel a course, adult learners will be notified and will have the following summer to return and complete the necessary coursework. Should CMStep permanently cancel the Secondary I-II course program, refunds will be provided as outlined in the Refund Policy Agreement (p. 14), and adult learners will have the opportunity to transfer to another Secondary I-II program.

PREREQUISITE READINGS

Adult learners are expected to purchase, read, and annotate *before* classes begin:

Teaching With Love and Logic by James Fay

Brainstorm: The Power and Purpose of the Teenage Brain by Dan Siegel

Maria Montessori: A Biography by Rita Kramer

The Way of Mindful Education by Daniel Rechtschaffen

Adult learners should bring texts and annotations to Cincinnati.

PROGRAM COSTS – 2017 (MACTE 3.5.1, 3.5.2, 3.5.3)

Current costs are as follows and take precedence over any previous statement of fees and costs.

Registration Fee: \$800.00 – due at time of application

Program Fee: \$8,000.00 – due by the first day of training

- **Program Fee includes:** Tuition for all nine CMStep courses, reasonable expenses for adult learner site visits and consultation (1 visit during the practicum year, 1 extensive video consultation in winter of the practicum year, and a final visit in the fall of the school year that follows the final summer of the training program), books and materials (books and supplies are provided by CMStep with the exception of any books assigned to be read before the summer coursework begins), room and board for Fall and Winter Intensives and the Erdkinder course.

Not included in Program Fee:

- Costs for room & board for Academic Phase (summer courses, with the exception of the Erdkinder course).
- Costs for graduate credit for Masters degree at Xavier University, for those adult learners choosing this option.
- Costs associated with any extensions (see below)

Extension Fees: AMS allows an adult learner three years to complete the secondary education program and earn their credential. Additional fees may be assessed if adult learners require additional site visits beyond the included three (two in person, one virtual), an extension of the credentialing process, or other additional support. Generally, \$1000 for any remaining courses or intensives, or \$300 (plus travel expenses) for any remaining site visits. If the file has been deactivated, an \$800 reactivation fee will be assessed, due with reapplication paperwork.

NOTE: CMStep does not offer financial aid. Students can get information on scholarship grants from the American Montessori Society at www.amshq.org.

WITHDRAWAL AND REFUND POLICIES (MACTE 3.5.1, 3.8.2)

If an adult learner withdraws from the program one month prior to the starting date, 100% of the paid tuition (less the processing fee) will be refunded within 30 days of written notification of withdrawal. The \$800.00 application fee is non-refundable.

Registration fee: The registration fee, which must accompany the application, is NOT refundable unless the adult learner is not admitted into the program.

NO tuition refunds are given once summer courses begin, except as outlined in the Refund Policy Agreement, next page.

Refund Policy Agreement:

In the event that CMStep, LLC (hereinafter “CMStep”) for any reason is not able to fulfill its obligations for services provided in its Secondary Teacher Education Program pursuant to the agreement with the client as outlined in this handbook, CMStep hereby agrees to the refund schedule outlined in paragraph “B” of this refund policy agreement. CMStep further agrees to the aforementioned refund schedule in the event a program participant (hereinafter “Adult Learner”) suffers death or a total and permanent medical disability.

A. Secondary Teacher Education Program Schedule. The CMStep program is divided into two summers. The first summer is four weeks of course work. The first four weeks include coursework in “Philosophy” (5-day class) and “Intro to Curriculum” (5-day class) and a fifth week of field study known as “Erdkinder” (5-day class). This coursework is held in June and July. This is followed by “Curriculum Development” (10-day class). After completing this initial course of study, adult learners begin a year-long “Practicum” with two mid-year intensive seminars. These intensive seminars include a “Fall Intensive” and a “Winter Intensive” held in the months prior to beginning the second summer coursework (part of the Practicum phase) in June of the second summer. The adult learner works at a practicum site for a minimum six (6) hours a day, five (5) days a week for nine consecutive months (1080 Practicum hours required). He/She will also conduct a research project during the practicum year. Course work in the second summer begins in June and continues into July. The first course is “Pedagogy of Place” (6-day class), which is followed by “Structure and Organization” (9-day class). If necessary, the program may be spread over three summers, rather than two. However, any exception to the program cycle is at the discretion of the Program Director and must be determined prior to the commencement of the program. Practicum may not precede the first summer academic phase of the program.

B. Refund Schedule. The following refund schedule amounts are based on each individual adult learner. For each program segment not started by each adult learner the client will be entitled to the corresponding refund on the chart below. For example: If an adult learner has completed everything except Pedagogy of Place and Structure & Organization, the client would be entitled to a refund of \$2,000.00.

Program Segment Not Started	Amount to be Refunded
Philosophy (1st summer, 5-day class)	\$1,000.00
Intro to Curriculum (1st summer, 5-day class)	\$1,000.00
Erdkinder (1st summer, 5-day class)	\$1,000.00
Curriculum Development and the beginning of Practicum through 1 st day of January between program summers	\$2,000.00
Practicum beginning after the 1st day of January between program summers	\$1,000.00
Pedagogy of Place (final summer, 6-day class)	\$1,000.00
Structure and Organization (final summer, 9-day class)	\$1,000.00

For purposes of this refund policy agreement, to prove a total and permanent medical disability an Adult Learner must submit a certification from a physician that he/she is totally and permanently disabled. The physician must certify that the Adult Learner is unable to engage in any substantial gainful activity by reason of a medically determinable physical or mental impairment that:

- Can be expected to result in death,
- Has lasted for a continuous period of not less than 60 months, or
- Can be expected to last for a continuous period of not less than 60 months.

ORGANIZATIONAL CHART

BOARD OF DIRECTORS		
Katie Keller Wood Marta Donahoe Barb Scholtz		
EXECUTIVE DIRECTORS		
Katie Keller Wood		
PRACTICUM DIRECTOR	INSTRUCTORS	FIELD CONSULTANTS
Barb Scholtz	Katie Keller Wood Marta Donahoe Barb Scholtz Adrienne Barth Parrott Rosemary Quaranta Drew Ramsay Josh Shanklin Brandt Smith	Katie Keller Wood Marta Donahoe Barb Scholtz Adrienne Barth Parrott

ACADEMIC FACULTY

Katie Keller Wood, Co-Director, CMStep
 BA, University of Virginia
 MEd, Xavier University
 EdD, University of Virginia (expected 2018)
 AMS credential: Secondary I-II
 Over 11 years teaching experience

Marta Donahoe, Co-Director, CMStep
 Founder & program coordinator of Clark Montessori
 BS, Miami University
 MEd, Xavier University
 AMS credential: Secondary I-II
 Over 26 years teaching experience

Barb Scholtz, Practicum Director, CMStep
 Middle School Teacher at Clark Montessori, retired
 BS, University of Cincinnati
 MEd, University of Cincinnati
 Paideia training & AMS credential: Secondary I-II
 Over 33 years teaching experience

Adrienne Barth Parrott, CMStep Faculty
 Former high school teacher, Clark Montessori
 BA, Tulane University
 MEd, Xavier University
 AMS credential: Secondary I-II
 Over 6 years teaching experience

Rosemary Quaranta, CMStep Faculty
 Head of School, Xavier Montessori Lab School
 MEd, Cleveland State University
 AMI credential: Children’s House & Elementary
 Over 35 years teaching experience

Drew Ramsay, High School Teacher, Clark Montessori
 BA in Secondary Education & History, University of Dayton
 AMS credential: Secondary I-II
 Over 16 years teaching experience

Josh Shanklin, Upper Elementary Lead Teacher, Xavier Montessori Lab School
 BS, Indiana University
 MEd, Xavier University
 AMS credential: EI II
 Over 9 years teaching experience

Brandt Smith, CMStep Faculty
 Mentoring Program Facilitator, Leadership Scholars
 Former middle school teacher, Clark Montessori
 BS, Ball State University
 MEd, Xavier University
 Houston Montessori, credential: 12-15 year olds
 AMS credential: Secondary I-II
 Over 18 years teaching experience

ACCOMMODATIONS

Adult learners from outside the Greater Cincinnati area usually live in dorms at Xavier University at a reasonable rate. Arrangements should be made by contacting XU directly at www.xavier.edu/reslife or 513-745-3203. However, adult learners are welcome to make alternative lodging arrangements.

Locations for the Fall and Winter Intensives will be announced as they are subject to change. Accommodations (room and board) for these events are covered by CMStep.

SERVICES for ADULT LEARNERS (MACTE 3.2.1)

CMStep Directors Katie Keller Wood, Marta Donahoe and Barb Scholtz are available for academic and general program counseling. One of the staff is always on-site during the summer training sessions.

The CMStep Directors are also available during the summer and during the Practicum Phase for counseling and consultation.

CMStep instructors are available for counseling and consultation regarding their area of instruction during the summer and during the Practicum Phase, as needed. They will give out contact information during the summer.

HEALTH CARE SERVICES in Cincinnati (MACTE 3.2.1)

Good Samaritan Hospital

375 Dixmyth Ave
513-872-1400
Emergency 513-872-2536

University Hospital

234 Goodman Ave
513-584-1000
Emergency Care 513-584-5700

MAJOR PROJECTS, ASSIGNMENTS, AND ASSESSMENTS (MACTE 7.1.1)

Summer 2017 and School Year 2017-2018

The following assignments and due dates are subject to change.

Assignments

Due date

Readings Prior to Courses

Sunday, June 25, 2017

Teaching With Love and Logic by James Fay
Brainstorm: The Power and Purpose of the Teenage Brain by Dan Siegel
Maria Montessori: A Biography by Rita Kramer
The Way of Mindful Education by Daniel Rechtschaffen

Philosophy

Readings, written reflections
(See course checklist for specific components.)

daily

Introduction to Curriculum

Readings, written reflections
(See course checklist for specific components.)

daily

Curriculum Development

Short-term assignments from checklist
Project components
Daily participation self-evaluation form
Two-week project: Completed Cycle of Study
Small group sharing (teaching of one component)
(See course checklist for specific components.)

daily
daily
daily
Friday, July 28, 2017
Friday, July 28, 2017

Paideia Seminar

(See Curriculum Development checklist for specific project components.)

Erdkinder

Readings, written journal entries
Daily participation self-evaluation form
Final Reflection PowerPoint
(See course checklist for specific components.)

daily
daily
Monday following conclusion of the course

Structure & Organization

Daily completion of readings for seminar discussions
Daily journal reflections
3 products completed with written documentation
Presentation of 3 products, written backgrounds & rationales
(See course checklist for specific components.)

daily
daily
Thursday, July 6, 2017
Monday, July 10, 2017
Wednesday, July 12, 2017
Thursday, July 13, 2017
Thursday, July 13, 2017

Pedagogy of Place

Readings, written assignments
Final presentation
(See course checklist of required assignments.)

daily
Friday, June 30, 2017

Mindful Schools Online Course (Part of Yearlong Project)

Online readings, reflections, meditations, discussions
Approximately one hour per week for six weeks

TBA

Practicum

Guided classroom observation notes for 3-6, 6-9, and 9-12
Readings, TBA
Classroom observation (12-18) #1
Video-recordings, reflections, support materials
Readings, TBA
Classroom observation (12-18) #2
(See course checklist of required assignments.)

Beginning of Fall Intensive
Beginning of Fall Intensive
During Fall Intensive: TBA
The Week Before Winter Intensive
Beginning of Winter Intensive
During Winter Intensive: TBA

Year-long Project

Project Plan submitted for approval
Implement project
Written reflections
Presentation of project
(See course checklist for specific components.)

Spring 2018
Fall 2018, TBA
Fall 2018, TBA
Fall 2018: TBA

Final Synthesis Paper

November 1, 2018

Credential Completion

Uploads to www.cmstep.com
___ Cycle of Study 1
___ Cycle of Study 2
___ Field Study
Submission of completed Tracking Document
Submission of completed Course Evaluation with comments
Submission of all course MACTE paperwork
Updated and current AMS Membership

December 1, 2018

ACADEMIC SCHEDULE (MACTE 3.1.1, 3.9.1)

504 clock hours over two summers and two mid-year practicum intensives

1080 practicum hours over nine months

All courses are to be completed in full. CMStep only offers Secondary I-II certification.

OVERVIEW – Prerequisite for teachers with no Montessori credential

Creator: Andrea Lulka

Coordinator: Kate Kendall

Dates: It is recommended, though not required, that this course be completed before the first summer. This is an on-line course and can be completed at the adult learner's convenience.

SUMMER 1

ORIENTATION

Date: Sunday, June 25, 2017; 3:00 p.m. – 7:00 p.m.

INTRODUCTION TO CURRICULUM

(43.5 clock hours)

Instructors: Rosemary Quaranta and Josh Shanklin

Dates: Monday- Friday, 8 a.m. – 6:00 p.m. July 3-7 and July 10-14 2017

MONTESSORI PHILOSOPHY & EDUCATION THEORY IN SECONDARY EDUCATION

(148.5 clock hours with Intensive Seminars)

Instructor: Marta Donahoe and Katie Keller Wood

Dates: Monday, June 26 – Friday, June 30, 2017; 8 a.m. – 6:00 p.m.

Fall Intensive: November, 2017: specific dates TBA

Winter Intensive: February, 2018: specific dates TBA

MONTESSORI SECONDARY CURRICULUM DEVELOPMENT

(93.5 hours)

Instructors: Barb Scholtz and Katie Keller Wood

Dates: Monday, July 17 – Friday, July 28, 2017 8:00 a.m. - 6:00 p.m.

ERDKINDER

(73 clock hours)

Instructor: Marta Donahoe

Dates: Sunday- Thursday, July 2-6 and July 9-13 2017 (Overnight stay is required.)

PRACTICUM YEAR

MINDFUL SCHOOLS ONLINE

Independent Study (16 clock hours)

On-line dates: TBA

YEAR-LONG PROJECT

(4 clock hours)

Instructor: Adrienne Barth Parrott

Dates: Summer 1 (TBA), during Fall and Winter Intensives, and Summer 2 (TBA)

On-line dates: TBA

PRACTICUM STUDENT TEACHING

(minimum of 1080 hours)

Consultants: Barb Scholtz, Katie Keller Wood and Marta Donahoe

Dates for Fall & Winter Intensive Seminars: TBA (counts as 102 hours towards Philosophy course)

SUMMER 2

MONTESSORI STRUCTURE & ORGANIZATION

(77.5 clock hours)

Instructors: Barb Scholtz

Dates: Monday, July 3– Thursday, July 13, 2017 (excluding the weekend); 8 a.m. - 6:00 p.m.

PEDAGOGY OF PLACE

(46.5 clock hours)

Instructors: Drew Ramsay and Brandt Smith

Dates: Sunday, June 25, 2017; 2:00 p.m. – 8:30 p.m. & Monday, June 26 - Friday, June 30, 2017; 8 a.m. – 6:00 p.m.

MOVING ON CEREMONY: Friday, July 8, 2016; 4:00 – 6:00 p.m.

COURSE DESCRIPTIONS (MACTE 3.1.2, 3.2.3, 6.2.1)

534 classroom hours over two summers and two mid-year practicum intensives

1080 practicum hours over nine months

Course Title: **OVERVIEW (Prerequisite for teachers with no Montessori credential)**

Description: This course is an examination of the basic tenets of Montessori philosophy through the exploration of Dr. Montessori's deep understanding of the early years of life. Using the seminal texts *The Secret of Childhood* and *The Discovery of the Child*, videos of working Montessori classrooms, and other resources, adult learners will learn about the goals of Montessori education, the characteristics of the child in the first six years of life, and how each component of the Montessori system contributes to the whole. We will explore deeply the role of the teacher as a guide and undertake exercises in observation. The course consists of a series of discrete modules that are to be completed independently at the adult learners' own pace. Each module will involve a text, video and/or audio, an experiential exercise, and a reflection. Contact with the instructor will take place via e-mail.

Dates: It is recommended, though not required, that this course be completed before the first summer. This is an on-line course and can be completed at the adult learner's convenience.

Required Reading: *The Secret of Childhood* and *The Discovery of the Child* by Maria Montessori; *The Human Tendencies and Montessori Education* by Mario Montessori; several articles, blog posts and videos to which links will be provided during the course.

Evaluation: Completion of required reading, exercises, and written reflections

Course Title: INTRODUCTION TO CURRICULUM

Instructor: Rosemary Quaranta and Josh Shanklin

Description: The Montessori Introduction to Curriculum course encompasses the basic principles practiced throughout the scope and sequence of the elementary curriculum within Montessori classrooms for ages 3-12. These principles will include an introduction to the concepts of sensitive periods and developmental stages, as well as the three modes of learning, the three period lesson, concrete to abstract, isolation of difficulty, point of interest, classification, and nomenclature cards used for early research. Presentations in each content area of Mathematics, Language Arts, Science, and Social Studies will demonstrate how the spiraling curriculum builds upon itself, sequencing into greater detail and focus. Adult learners have opportunities for hands-on practice with Montessori didactic materials, and are expected to complete individual, paired, or group exercises in math and geometry, grammar, science classification, and timelines for history. Special emphasis is placed upon the key “juncture” materials for the upper level 9-12 classroom. Individual presentations culminate the course.

Required Reading: *Montessori Today* by Paula Polk Lillard; Sections from *The Hidden Heart of the Cosmos* by Brian Swimme; *The Way of Mindful Education* by Daniel Rechtschaffen; *Teaching With Love and Logic* by James Fay; *Brainstorm: The Power and Purpose of the Teenage Brain* by Dan Siegel

Evaluation: Attendance, participation, presentations, and final presentation.

COURSE OBJECTIVES (MACTE COMPETENCIES):

The adult learner will understand

1. Planes of development (3.4.1.2)
2. Montessori’s concepts and theories including peace and cosmic education (3.4.1.2)
3. Personal growth through self- evaluation (3.4.1.3)

The adult learner will display

4. Strategies that encourage students to be independent and interdependent ((3.4.3.3)
5. Providing choice through multi intelligence and modalities (3.4.2.2)
6. Three period lesson (3.4.2.2)
7. Coaching, mastery (3.4.2.3)
8. Various forms of assessment such as observation, written, performance, rubric, self, and use of portfolios (3.4.2.1)
9. Alternative assessments for students with special needs (3.4.2.2)

The adult learner will demonstrate evidence of

10. Meaningful and integrated curriculum (3.4.3.1)
11. Global Perspective (3.4.1.1)
12. Personalizing curriculum (3.4.3.3)
13. Large blocks of uninterrupted work time and team teaching (3.4.2.2)
14. Awareness of educational regulations (3.4.3.5)

Course Title: **MONTESSORI PHILOSOPHY & EDUCATION THEORY IN
SECONDARY EDUCATION**

Instructor: **Marta Donahoe and Katie Keller Wood**

Description: The philosophy course is hours of class time with extensive reading for homework and an overnight field experience. Adult learners read and discuss current trends and issues in Montessori education and philosophy specifically as they apply to the education of the adolescent. They study the four planes of development. At the end of the course, adult learners can explain the planes with special application to the spiritual development and intellectual development of the adolescent. Adult learners can articulate the essential components of a Montessori program for adolescents and justify the characteristics based on the readings and lectures. Adult learners also participate in experiential exercises in community building.

Required Reading: 7-8 articles from *The NAMTA Journal* and *Montessori Life*; excerpts from *To Educate the Human Potential*, *From Childhood to Adolescence*, and *Education and Peace* by Maria Montessori; *Nurturing the Spirit* by Aline Wolfe; *Soul of Education* by Rachel Kessler; *Leading from Within* by Parker Palmer; *Teach Like Your Hair's on Fire* by Rafe Esquith; *The Way of Mindful Education* by Daniel Rechtschaffen; *Teaching With Love and Logic* by James Fay; *Brainstorm: The Power and Purpose of the Teenage Brain* by Dan Siegel

Evaluation: Attendance, completion of required reading, participation in all activities, sharing written reflections, participation in class discussions, a variety of presentations with rubrics

COURSE OBJECTIVES (MACTE COMPETENCIES):

The adult learner will understand

1. Planes of development (3.4.1.2)
2. Montessori's concepts and theories including peace and cosmic education (3.4.1.2)
3. Montessori in relation to current research and relevance today (3.4.3.2)
4. Personal growth through self- evaluation (3.4.1.3)
5. Physical development, including brain development (3.4.1.2)
6. Cognitive , psycho-social, and moral development (3.4.1.4)
7. Current trends in secondary education (3.4.3.2)

The adult learner will show evidence of

8. Activities in self-construction, social life and community building (3.4.2.3)
9. Providing meaningful and integrated curriculum (3.4.3.1)
10. Global Perspective (3.4.1.1)
11. Personalizing curriculum (3.4.3.3)
12. Large blocks of uninterrupted work time and team teaching (3.4.2.2)
13. Professional development (3.4.4.1 and 3.4.4.2)

The adult learner will understand and model

14. Teacher as facilitator and model (3.4.2.1)
15. Positive and effective interactions with adolescents (3.4.2.3)
16. Community building and group dynamics (3.4.2.3)
17. Appropriate channels of communication (3.4.2.4)
18. Supporting families and students with cultural sensitivity (3.4.4.1)
19. Community resources for additional support (3.4.4.2)

Course Title: MONTESSORI SECONDARY CURRICULUM DEVELOPMENT

Instructors: Barb Scholtz and Katie Keller Wood

Description: This course will provide adult learners with an overview of Montessori secondary classroom structures and organization issues, a template for developing curriculum for the adolescent, and a model of the philosophy in action. Adult learners in this course will develop a sample Montessori cycle of study that integrates academic standards and Montessori and adolescent philosophy.

In this course, the adult learner will understand the basics in

- creating a Montessori classroom environment for secondary students
- developing integrated curriculum with impressionistic lessons and culminating experiences
- guiding student led conferences
- creating self-evaluation forms for students
- collaborating on integrated field studies
- selecting, facilitating, and debriefing group initiatives
- managing large blocks of instructional time
- teaming with colleagues
- developing student leadership

Required Reading: *The First Six Weeks of School* by Ruth Charney; *Learning Leadership* by Michael Brandewein; *The Way of Mindful Education* by Daniel Rechtschaffen; *Teaching With Love and Logic* by James Fay; *Brainstorm: The Power and Purpose of the Teenage Brain* by Dan Siegel

Evaluation: Attendance, completion of required reading and research, participation in all activities, participation in class discussions, sharing of prepared curriculum, a variety of presentations with rubrics

COURSE OBJECTIVES (MACTE COMPETENCIES):

The adult learner will understand

1. Planes of development (3.4.1.2)
2. Montessori's concepts and theories including peace and cosmic education (3.4.1.2)
3. Montessori in relation to current research and relevance today (3.4.3.2)
4. Personal growth through self- evaluation (3.4.1.3)
5. Early and middle adolescents stages and application in program development (3.4.3.3)
6. Physical development, including brain development (3.4.1.2)
7. Cognitive development (3.4.1.4)
8. Psycho-social development (3.4.1.1)
9. Moral development (3.4.1.4)
10. Adolescents concerns and issues and support services (3.4.1.4 and 3.4.4.1)

The adult learner will demonstrate

11. Current trends in secondary education (3.4.3.2)
12. Montessori secondary education and models (3.4.3.2)
13. Elements of Montessori secondary program: economic experience, outdoor education, service learning, career education, land based experiences, field studies, and cultural exchange program (3.4.3.1)
14. Strategies that encourage students to be independent and interdependent (3.4.3.3)
15. Critical and creative thinking such as Paideia seminar/Socratic dialogue (3.4.3.3)
16. Providing choice through multi intelligence and modalities (3.4.2.2)
17. Active learning (3.4.2.2)
18. Three period lesson (3.4.2.2)
19. Coaching, mastery, experiential learning (3.4.2.3)
20. Positive work habit such as the Habits of Mind (3.4.2.2)
21. Student and teacher created record keeping (3.4.2.1)
22. Various forms of assessment such as observation, written, performance, rubric, self, and use of portfolios (3.4.2.1)
23. Alternative assessments for students with special needs (3.4.2.2)

The adult learner will display

24. activities in self-construction, social life and community building (3.4.2.3)
25. design of study guides/work expectations (3.4.3.3)
26. meaningful and integrated curriculum (3.4.3.1)
27. Knowledge of core curriculum (3.4.3.2)
28. Environmental design (3.4.3.4)
29. Global Perspective (3.4.1.1)
30. Personalizing curriculum (3.4.3.3)
31. Large blocks of uninterrupted work time and team teaching (3.4.2.2)
32. Professional development (3.4.4.1 and 3.4.4.2)
33. Awareness of educational regulations (3.4.3.5)

The adult learner will model

34. Teacher as facilitator and model (3.4.2.1)
35. Positive and effective interactions with adolescents (3.4.2.3)
36. Community building and group dynamics (3.4.2.3)
37. Appropriate channels of communication (3.4.2.4)
38. Supporting families and students with cultural sensitivity (3.4.1.1)
39. Community resources for additional support (3.4.4.2)

Title: PAIDEIA SEMINAR (Socratic Dialogue)

Embedded in all CMStep academic courses

Description:

The Paideia philosophy describes seminar as a mode of teaching that is essential for helping students develop true critical thinking abilities. Adult learners will learn to routinely utilize the seminar approach to understand "great works" of literature, art, music, historical documents, and other writings in all subject areas. Adult learners practice the process of seminar in the Montessori Philosophy and other courses by reading a variety of challenging pieces. They will learn to select appropriate pieces to use in seminar discussions, to organize and orchestrate seminars for success, and to scaffold questions to engage the students as well as actually participate in seminar discussions.

Course Title: ERDKINDER

Instructor: Marta Donahoe

Description: This course is designed to bring Montessori's "Erdkinder" essay to life by having adult learners live closely and simply for five days. Through this experience they form a strong community through seminars on stewardship and sustainability, shared work projects, and activities that illustrate the cycle of life and death.

Required Reading: *What are People For* by Wendell Berry; *From Childhood to Adolescence* by Maria Montessori; *Small Wonder* by Barbara Kingsolver; *The Way of Mindful Education* by Daniel Rechtschaffen; *Teaching With Love and Logic* by James Fay; *Brainstorm: The Power and Purpose of the Teenage Brain* by Dan Siegel; various additional essays.

Evaluation: Attendance, completion of required readings, participation in all activities, discussions, and four (4) overnights, sharing written reflections, final project with rubrics

COURSE OBJECTIVES (MACTE COMPETENCIES):

The adult learner will demonstrate an application of

1. Planes of development (3.4.1.2)
2. Montessori's concepts and theories including peace and cosmic education (3.4.1.2)
3. Montessori in relation to current research and relevance today (3.4.3.2)
4. Personal growth through self-evaluation (3.4.1.3)
5. Early and middle adolescents stages and application in program (3.4.3.3)
6. Cognitive, psycho-social and moral development (3.4.1.4)
7. Adolescents' concerns and issues (3.4.1.4)

The adult learner will lead activities that display

8. Current "best practice" trends in secondary education (3.4.3.2)
9. Montessori secondary educational strategies and models (3.4.3.2)
10. Elements of Montessori secondary program: economic experience, outdoor education, service learning, career education, land-based experiences, field studies, and cultural studies (3.4.3.1)
11. Strategies that encourage students to be independent and interdependent (3.4.3.3)
12. Critical and creative thinking such as Socratic dialogue (3.4.3.3)
13. Providing choice through multi intelligence and modalities (3.4.2.2)
14. Active learning (3.4.2.2)
15. Positive work habit such as the Habits of Mind (3.4.2.2)
16. Various forms of assessment such as observation, written, performance, rubric, self, and use of portfolios (3.4.2.1)
17. Alternative assessments for students with special needs (3.4.2.2)

The adult learner will develop curriculum that shows

18. Activities in self-construction, social life and community building (3.4.2.3)
19. Design of study guides/work expectations (3.4.3.3)
20. Providing meaningful and integrated curriculum (3.4.3.1)
21. Knowledge of core curriculum (3.4.3.2)
22. Environmental design (3.4.3.4)
23. Global Perspective (3.4.1.1)
24. Personalizing curriculum (3.4.3.3)
25. Large blocks of uninterrupted work time and team teaching (3.4.2.2)

The adult learner will model

26. Teacher as facilitator and model (3.4.2.1)
27. Positive and effective interactions with adolescents (3.4.2.3)
28. Community building and group dynamics (3.4.2.3)
29. Appropriate channels of communication (3.4.2.4)

Course Title: PEDAGOGY OF PLACE

Instructors: Drew Ramsay and Brandt Smith

Description: Pedagogy of Place gives adult learners a chance to experience a real field study. During this class, adult learners will learn to design their own experiential courses that integrate field studies with Socratic dialogue and service projects.

Reading: *The Way of Mindful Education* by Daniel Rechtschaffen; *Teaching With Love and Logic* by James Fay; *Brainstorm: The Power and Purpose of the Teenage Brain* by Dan Siegel; various readings specific to the field study

Evaluation: Attendance, completion of required readings and assignments, participation in all activities, participation in class discussions, and a variety of presentations with rubrics

COURSE OBJECTIVES (MACTE COMPETENCIES):

The adult learner will understand

1. Montessori's concepts and theories including peace and cosmic education (3.4.1.2)
2. Personal growth through self-evaluation (3.4.1.3)
3. Early and middle adolescents stages and application in program development (3.4.3.3)
4. Physical development, including brain development (3.4.1.2)
5. Cognitive development (3.4.1.4)
6. Psycho-social development (3.4.1.4)
7. Moral development 3.4.1.4)

The adult learner will create field studies that demonstrate

8. Elements of Montessori secondary program: economic experience, outdoor education, service learning, career education, land based experiences, field studies, and cultural exchange program (3.4.3.1)
9. Strategies that encourage students to be independent and interdependent (3.4.3.3)
10. Critical and creative thinking such as Paideia seminar/Socratic dialogue (3.4.3.3)
11. Providing choice through multi intelligence and modalities (3.4.2.2)
12. Active learning (3.4.2.2)
13. Three period lesson (3.4.2.2)
14. Coaching, mastery, experiential learning (3.4.2.3)
15. Positive work habit such as the Habits of Mind (3.4.2.2)
16. Student and teacher created record keeping (3.4.2.1)
17. Various forms of assessment such as observation, written, performance, rubric, self, and use of portfolios (3.4.2.1)
18. Alternative assessments for students with special needs (3.4.2.2)
19. Activities in self-construction, social life and community building (3.4.2.3)
20. Design of study guides/work expectations (3.4.3.3)
21. Providing meaningful and integrated curriculum (3.4.3.3)
22. Environmental design (3.4.3.4)
23. Global Perspective (3.4.1.1)
24. Personalizing curriculum (3.4.3.3)
25. Large blocks of uninterrupted work time and team teaching (3.4.2.2)

The adult learner will model

26. Teacher as facilitator and model (3.4.2.1)
27. Positive and effective interactions with adolescents (3.4.2.3)
28. Community building and group dynamics (3.4.2.3)
29. Appropriate channels of communication (3.4.2.4)

Course Title: MONTESSORI STRUCTURE & ORGANIZATION

Instructor: Barb Scholtz

Description: This course is an extension of Curriculum Development and Paideia Seminar in the first summer. Adult learners continue to develop strategies for organizing and structuring the Montessori secondary classroom and curriculum.

Required Reading: *The Way of Mindful Education* by Daniel Rechtschaffen; *Teaching With Love and Logic* by James Fay; *Brainstorm: The Power and Purpose of the Teenage Brain* by Dan Siegel; various short readings for discussion and reflection.

Evaluation: Completion of required readings, participation in all activities, sharing written assignments, participation in class discussions including proficiency in facilitating Paideia dialogue with a specific reading, and completion of curriculum plans and products for secondary students. Rubrics are used.

OBJECTIVES and COMPETENCIES:

See Montessori Curriculum Development

Course Title: **ADULT LEARNER PRACTICUM**
(minimum of 1080 hours)

Description: The function of the Practicum Phase is to provide for the adult learner a supervised teaching/learning experience and a period of observation, internalization, and further study, to bring together the theory and practice of Montessori education.

Adult learners shall complete a practicum assignment in a Montessori secondary classroom for early adolescents (ages 12-15) or at *middle adolescent* (ages 15-18) lasting for a full academic year, with the student working at the practicum site for a minimum of six (6) hours a day, five (5) days a week, for nine consecutive months. This experience shall be in a Montessori secondary school program. The Field Consultant will schedule several observations with the secondary student teacher to assess his/her progress. There will be two Intensive Seminars during the school year in which observations will be discussed, college entrance prep will be addressed, and other pertinent support lessons will be offered.

Practicum Director: **Barb Scholtz**

Field Consultants: **Katie Keller Wood, Marta Donahoe, Adrienne Barth Parrott, and Barb Scholtz**

Length of Practicum: (minimum of 1080 hours)

Dates:

Observations **TBA**

Intensives **Fall 2017:**

Check the CMStep website for the most current dates at www.cmstep.com/schedule

Winter 2018:

Check the CMStep website for the most current dates at www.cmstep.com/schedule

Course Title: YEAR-LONG PROJECT

Instructor: Adrienne Barth Parrott

Description: This course will introduce adult learners to a methodology by which to evaluate and improve their Montessori pedagogy.

In this independent study each adult learner will select an area from the “Chart of Essential Montessori Secondary Practices” that s/he would like to improve in his/her classroom. The adult learner will then complete the following: develop a working hypothesis about how to improve this particular practice, design and implement the strategy/strategies to address the hypothesis, and monitor its effectiveness through data collection, reflection, etc. This project will be conducted in the classroom in which the adult learner is completing his/her practicum experience.

Dates: Summer 1 (TBA), during Fall and Winter Intensives, and Summer 2 (TBA), Fall of final visit

Evaluation: Attendance, communication with the instructor, completion of implementation phase, written reflections, and presentation of final project

COURSE OBJECTIVES (MACTE COMPETENCIES):

The adult learner will develop a deeper understanding of and greater insight into the practical application of:

1. Designing and conducting a Montessori-based educational research project (3.4.3.3)
2. Engaging in continuous professional development through ongoing assessment and evaluation of his/her instructional practices as measured against Montessori standards and ‘best practices’ (3.4.2.4)
3. Regularly reviewing current Montessori literature and research that inform praxis (3.4.2.4)
4. Regularly assessing the philosophical integrity and instructional effectiveness of his/her Montessori pedagogy through self-reflection, professional discourse, and analysis/evaluation of quantitative and qualitative data (3.4.1.3)
5. Regularly developing and implementing Montessori-based instructional strategies to improve praxis (3.4.1.3)

REQUIRED READING ASSIGNMENTS

NOTE: Additional short readings will be included in all courses.

These titles will need to be purchased and read prior to the participation in the first course. The material contained therein is referenced throughout the credentialing process:

The Way of Mindful Education by Daniel Rechtschaffen

Teaching With Love and Logic by James Fay

Brainstorm: The Power and Purpose of the Teenage Brain by Dan Siegel

Maria Montessori by Rita Kramer

Other required titles, such as those below, will be provided to each adult learner:

From Childhood to Adolescence by Maria Montessori

Maria Montessori, A Biography by Rita Kramer

Love and Logic in Teaching by Jim Fay

Hidden Heart of the Cosmos by Brian Swimme

Montessori Today and *Montessori a Modern Approach* by Paula Polk Lillard

The Optimistic Child by Martin E.P. Seligman, Ph.D.

The Soul of Education by Rachael Kessler

The First Six Weeks of School by Paula Denton & Roxann Kriete

Small Wonder by Barbara Kingsolver

What are People For by Wendell Berry

Nurturing the Spirit by Aline Wolf

Learning Leadership by Michael Brandwein

Leadership from Within by Parker Palmer

Education and Peace and *To Educate the Human Potential* by Maria Montessori

A New Earth by Eckard Tolle

Teach Like Your Hair's on Fire by Rafe Esquith

Spitwad Sutras by Robert Inchausti

Montessori Life, Summer 2003, Spotlight: Secondary Stories

NAMTA Journal, various articles on Montessori Secondary and other relevant topics

Appendix

Contents

- Guided Observation for Early Childhood (ages 3-6) Classroom
- Guided Observation for Lower Elementary (ages 6-9) Classroom
- Guided Observation for Upper Elementary (ages 9-12) Classroom

Guided Observation in the Early Childhood (ages 3-6) Montessori Classroom

Directions: Sit so you can watch a large portion of the classroom. After awhile, move to gain different perspectives. Allow the children to work. Interact with them if they make the first efforts at communication. When you need to interact with an adult, do so at an appropriate time so as not to interrupt what is happening with the children. NOTE: Make comparisons with the lower elementary and/or upper elementary classrooms, if you've already done these observations. *You will discuss and turn in your notes at the Fall Intensive.*

1) The Prepared Environment

There are many elements that make up the Montessori "prepared environment." Paying attention to design details enables teachers to influence students' behavior indirectly, while de-emphasizing teacher instructions and corrections.

- What do you notice when you first enter the classroom?
- Notice the weather conditions outside. Do you think this influences the behavior and activities in the classroom?
- Try to get a sense of the classroom as a whole. Draw the classroom floor plan, showing the placement of furniture, shelving, instructional subject areas, etc.
- Notice the:
 - sources of lighting in the classroom
 - flooring materials
 - types of furniture
 - various types of work spaces
 - traffic patterns through the classroom
 - sounds from inside - and outside - the classroom
 - in-class storage spaces (closets, cabinets, shelves, cubbies...)
 - children's access to bathrooms and water
 - objects that make the classroom attractive
 - plants and animals that live in the classroom

2) Exercises of Everyday Living (also called "practical life")

The rallying cry of the 3-6 year old is "Help me to do it myself!" The Montessori Children's House is an environment prepared to offer opportunities for young children to develop the skills they need to be independent. Teachers model precisely ordered activities, generally without talking, and they invite children to repeat what they have seen. In this way, children practice concentrating on a task, coordinating their movements, and performing actions in sequence. All of these skills are important in becoming independent. A social component of everyday living involves "grace and courtesy." The teacher gives demonstrations of behaviors that lead to positive interactions between individuals and within the classroom community.

- Watch a teacher demonstrate a "control of movement" activity, such as rug rolling, line walking, pouring, sponging, transfer activities (using the hand, tongs, a spoon or tweezers). Notice the slow, methodical way the teacher exaggerates movements to emphasize certain aspects of the activity. What skills/abilities are being emphasized?
- Watch a teacher demonstrate a "care of the environment" activity, such as table scrubbing or mirror polishing. Notice the dramatic way that the teacher demonstrates using cues to check for error so he/she can self-correct. What skills/abilities are being emphasized?
- Look for children doing an activity for "care of the self," such as washing hands; using a dressing frame to practice buttoning, snapping, tying, hooking; shoe polishing; etc. Are children repeating these dramatic or emphasized actions? How are children checking for mistakes and fixing them?
- Look for the children's interactions. Observe a gathering of children for a lesson or a discussion. Notice how they wait for their turn to speak. What do they do when they want to be recognized? Look for instances when children need to interrupt the teacher when s/he is occupied. Do they find graceful ways to make their needs known?
- Try to observe the morning snack routine. In what ways do the children show courtesy for their classmates? Are they careful to take a fair share, so that there is enough for all?
- Watch how children move around the room while their classmates are working. What evidence do you see that children respect one another's workspace?
- Watch a child go through the full work cycle of an everyday living activity. Notice the child's level of concentration, and his/her willingness to repeat the sequence of movements. Also, notice the care the child takes to return all of the items to the condition and place in which they were found.
- During your observation, look for evidence that children are encouraged to take care of their own needs. Do they have strategies for putting a jacket on without help? Do they put on their own shoes?

3) Sensorial Activities

Montessori 3-6 classrooms provide a wide array of materials for sensory experiences. Children explore characteristics of objects: comparing, contrasting and putting them in graded order. In this way they develop careful eye-hand coordination as they investigate objects' attributes.

- If possible, ask the teacher to show you examples of:
 - seriation materials that provide for comparing and ordering of items according to a single attribute. These may include: red (long) rods, brown (broad) stair, pink tower (tower of cubes), knobbed cylinders, knobless cylinders
 - sensorial materials that help children refine their senses. These may include: color tablets, sound cylinders, touch tablets, thermic bottles, baric tablets, smelling bottles
 - “advanced” sensorial materials through which children experience patterns and shapes that they will use when they get older. These may include: puzzle maps, constructive triangles, the geometric cabinet, binomial and trinomial cubes
- Observe children using some of the sensorial materials described above. How are children showing care and concentration as they create arrangements or patterns with the materials? How are children expending effort to focus their senses as they compare and order materials?

4) Language

“This is the ‘season in life’ when written language can ripen. The ripening of fruit does not depend solely on the kind of seed sown and the preparation of the soil, but very much also on the season when it is sown. ... The favorable season is when spoken language is in the course of completing and perfecting itself spontaneously. This is the ‘sensitive psychic period’ placed by nature in the child for this purpose. ... The child ‘discovers’ his own language. Each attempt to construct a word is based upon an investigation and a discovery, the discovery of the sounds forming the word he wishes to reproduce.” - Maria Montessori

- Notice ways in which the classroom is a language-saturated environment. These may include:
 - Conversations between teachers and children, and among children
 - Teachers or elder children reading aloud to youngsters, or storytelling
 - Sharing experiences, ideas, feelings at a circle gathering
 - Classroom library of attractive picture books
 - Shared reading instruction, in which the teacher reads a book and highlights aspects of the writing (manner of illustration, uses of rhyming words, difficult vocabulary words, nonsense words, sight words, predicting the next page on the basis of an end rhyme, etc.)
 - Labels naming various parts of the classroom
 - Teachers introducing precise vocabulary (e.g. “sphere,” “rectangular prism,” “long... longer... longest,” “pride of lions,” etc.)
 - Sets of pictures that can be put in order to show the sequence of an event
 - Black triangle symbols (representing nouns) placed on labels of objects
- Look for various activities that help children prepare their hands and minds for writing. They practice fine motor and grip skills, and they feel the movements that form the shapes of letters. These activities include:
 - Tracing shapes with metal insets
 - Practicing fine motor, pincer grip with sensorial and practical life activities
 - Tracing sandpaper letters
 - Forming the shapes of letters on tracing trays (in sand, coffee, salt, etc.)
 - Tracing the shapes of letters in the air
 - Drawing or painting large letter shapes on chalkboards, easels
- Look for activity related to the sequence of activities through which children begin to identify images and symbols as representations of concrete objects. These activities may include:
 - Matching objects to objects (e.g. little pig to little pig)
 - Matching objects to pictures (e.g. little pig to picture of a pig)
 - Matching objects to pictures of related object (e.g. little pig to picture of pigsty)
 - Matching objects to label (e.g. little pig to card saying “pig”)
 - Sorting objects under labels of initial sounds (e.g. little pig under “p”)
- Look for ways that children are introduced to the relationships between sounds and the symbols that we use to represent them. These activities may include:
 - Guided tracing of a sandpaper letter
 - Identifying objects from a small box, matching to a sandpaper phoneme that makes initial sound
 - Identifying pictures in a set, and matching them to a sandpaper phoneme that makes initial sound
 - Identifying objects or pictures that share a phonetic element, and composing their names using a movable alphabet.
 - Composing lists of rhyming words with the movable alphabet

- Montessori taught that children learn about written language when they investigate and discover the sounds that form the words they wish to reproduce. In other words, they learn to read by writing! Look for examples of children investigating sounds to form words. These activities may include
 - Composing messages with self-selected words, composed using invented spelling with the movable alphabet
 - Composing messages with self-selected words, composed using invented spelling, on a chalkboard, or on paper, or on a computer screen, etc.
 - Composing words, using the movable alphabet, that share phonetic elements (e.g. rake, cake...)

4) Math

The Montessori 3-6 environment is prepared so as to optimize a child's construction of the "mathematical mind." The American Association for the Advancement of Science provides us with a description of the components of mathematical thinking, emphasizing the importance of children developing an awareness of patterns, relationships and order, familiarity with shapes, reasoning skills, good judgment, and number sense.

Montessori children build a foundation for the construction of a mathematical mind when they explore sensorial materials and follow the orderly sequences of everyday living exercises. They are introduced to fundamentals of arithmetic by means of dramatic uses of "concretized abstractions." Using these remarkable manipulatives, they explore place value and the role of zero, as they experience the four operations.

- Look for children's opportunities to develop an awareness of patterns. These may include:
 - Binomial and trinomial cubes
 - Designs built with long rods, tower of cubes, broad stair, knobless cylinders, color tablets.
 - Teacher-made card materials for exploring patterns
 - Teacher-collected samples of the occurrence of patterns in nature
- Look for children exploring relationships and order. These may include:
 - Sensorial seriation materials, like long rods, tower of cubes, broad stair, knobbed cylinders, knobless cylinders, color tablets
 - Attribute blocks, or other sorting activities, like buttons, shells, nuts, pictures
- Look for children's opportunities to gain familiarity with shapes. These may include:
 - Constructive Triangles
 - Geometric Cabinet
 - Geometry solids
 - Metal insets
- Look for children's opportunities to develop number sense. These may include:
 - One to one correspondence activities (e.g. matching or superimposing exercises)
 - Counting activities (e.g. numerical (red and blue) rods, spindle boxes, cards and counters, square and cube chains, etc.)
 - Sandpaper numerals to practice the formation of the symbols.
- Ask the teacher or assistant to show you the demonstration tray for the decimal system ("golden bead") materials. These are the keys with which children experience the base ten system. Feel the weights of the thousand cube, hundred square, ten bar and unit bead. Practice exchanging 10 unit beads for a ten bar; 10 ten bars for a hundred square; 10 hundred squares for a thousand cube. Form a quantity (e.g. 4,645) using the golden bead materials.
- Ask the teacher or assistant to show you the "bank game" numerals, pointing out the green, blue and red color-coding for the hierarchies. Collect cards in each of the hierarchies to form a number (e.g. 4,645), and ask the teacher to show you the "magic trick" to combine the cards into one, big number.

Guided Observation in a Lower Elementary (ages 6-9) Montessori Classroom

Directions: Sit so you can watch a large portion of the classroom. After awhile, move to gain different perspectives. Allow the children to work. Interact with them if they make the first efforts at communication. When you need to interact with an adult, do so at an appropriate time so as not to interrupt what is happening with the children. NOTE: Make comparisons with the early childhood and/or upper elementary classrooms, if you've already done these observations. *You will discuss and turn in your notes at the Fall Intensive.*

1) The Prepared Environment

There are many elements that make up the Montessori "prepared environment." Paying attention to design details enables teachers to influence students' behavior indirectly, while de-emphasizing teacher instructions and corrections.

- What do you notice when you first enter the classroom?
- Notice the weather conditions outside. Do you think this influences the behavior and activities in the classroom?
- Try to get a sense of the classroom as a whole. Draw the classroom floor plan, showing the placement of furniture, shelving, instructional subject areas, etc.
- Notice the:
 - o sources of lighting in the classroom
 - o flooring materials
 - o types of furniture
 - o various types of work spaces
 - o traffic patterns through the classroom
 - o sounds from inside - and outside - the classroom
 - o in-class storage spaces (closets, cabinets, shelves, cubbies...)
 - o children's access to bathroom and water
 - o objects that make the classroom attractive
 - o plants and animals that live in the classroom

2) Providing for a Variety of Learners (Differentiation)

Montessori teachers understand that children learn in many different ways. Students are attracted to differing aspects of learning, and they use a variety of strategies to remember information and make it their own.

- Look for examples of various learning styles and preferences. Are there children working alone and apart from others? Are there children socializing as they work? Are there children writing enthusiastically? Can you find children drawing pictures on their work? Is anyone talking to him/herself? Do you notice anyone who spends a lot of time watching others work?

3) Use of Symbols and Color Coding

- Look for examples of coding systems used in a 6-9 classroom. These may include:
 - o "bank game" numerals in green, blue and red
 - o stamp game with squares in green, blue and red
 - o bead bars colored for easy recall: red for "1," green for "2," etc.
 - o color coding of arithmetic operations: red for addition; green for subtraction; yellow for multiplication; blue for division
 - o colorful geometric symbols representing grammatical parts of speech
 - o words that have been written with highlighted letters in red
 - o red coding for zoology materials; green coding for botany materials
 - o colors of the sectors on the Clock of Eras, anticipating the colored bands shown along the top of the Time Line of Life

4) From the Whole to the Parts

Montessori pedagogy provides contexts within which children find meaning for the facts and ideas they learn. Concepts are generally introduced holistically first, with detailed studies following. In this way children begin with big questions, and they set about seeking answers by researching component parts.

- Ask the teacher or assistant to show/explain examples of whole-to-part sequences. These may include:
 - o Fundamental Human Needs: Big picture concept, followed by vertical studies, then followed by horizontal studies.
 - o Stories of Creation from the Clock of Eras sequence, to be followed by the stories of evolution of life.
 - o "Who am I?" stories for animals and plants that precede studies of external parts and body functions.
 - o The use of a "whole apple" as an introduction to the study of fractions

5) Impressionistic Teaching

Introductory lessons in Montessori elementary classrooms are often “impressionistic.” That is to say, they are intended to make a dramatic impression that inspires curiosity and focuses inquiry. Teachers tell many stories and use various metaphors to make concepts memorable. Many elementary materials are designed to exhibit the same characteristic. They may be humorous or thought provoking.

- Ask the teacher if she will be giving an “impressionistic” lesson. (Examples may be Function of a Part of Speech; Golden Bead addition; “Tallying the Days”...) Notice the children’s reactions to this appeal to their imagination.
- Ask the teacher or assistant to show you some impressionistic materials. These may include:
 - 3D grammar symbols for the noun, verb, conjunction, preposition, etc.
 - “Angel charts” for describing rapid evaporation, or other geography charts
 - “Love Story” geometry sticks materials for parallel lines
 - Addition and subtraction with golden bead materials
 - Cutting the whole “apple” - as an introduction to the concept of fractions

6) Three-Period Lesson

Montessori education is built on the pedagogy of the “three period lesson.” The first period is the teacher’s offering of some sort of information; the second period is the students’ practice phase; and the third period is the collaborative assessment process that is ongoing as students demonstrate to themselves and others what they have learned.

- Watch children who are practicing strategies and ideas that have been introduced or demonstrated by a teacher. How do they find out if they are on the right track? What reminders do they have of the original lesson?
- Ask the teacher to show you examples of follow-up, “2nd period” practice activities. These may include:
 - “geometry sticks” for building polygons
 - “constructive triangles” for exploring triangles as component shapes of shapes
 - geometry cabinet with labels for learning names of shapes
 - puzzle maps
 - pin maps
 - flags; flag-making papers
 - grammar symbol pieces and/or grammar symbol templates
 - fraction insets with matching labels
 - charts and tiles for memorization of arithmetic facts
 - skip counting with bead chains

7) Whole Language

While teachers in 6-9 Montessori classrooms certainly help children learn reading and writing skills through lessons such as phonics, recognizing context clues, and writing mini-lessons, the students acquire much of their fluency because they “feel the need to read and write.” Language - reading, writing, and speaking - is integrated throughout the curriculum.

- Watch a child as she perseveres to puzzle out the meaning of short, written texts in various subject areas. Do you notice her asking for assistance from their peers to read these texts?
- Watch for examples of short, engaging reading and writing activities found in various subject areas. These may include:
 - “Who am I?” stories for animals and plants.
 - Cut definitions for biology (etc.) nomenclatures
 - Card materials for Fundamental Human Needs studies
 - “Nature of the Elements” command cards
 - Function of Words command cards for grammar
- Look for examples of many types of children’s writing. These may include:
 - Writing process: child chooses topic, revises, shares and publishes.
 - Research writing: child reads and writes to extend learning from a lesson.
 - Journals: child records thoughts, questions, feelings, ideas, observations.
- Oral expression is an important part of children’s language development. Notice the conversations that are occurring. Listen for collaborative discussions about work, arguments and debates, sharing about experiences and/or plans.

8) Respectful Community

Montessori classroom communities are built on trust and respect. The adults facilitate the development of the community with playful activities as well as by modeling warm, calm respect for all people.

- Observe the interactions between the teacher and various children. Can you see ways in which the teacher honors and respects unique personalities and learning styles?

- Watch children working together to solve a problem or reach a goal. Notice the ways the children interact. Can you find evidence that they are encouraged to use positive and cooperative problem solving strategies?
- Notice interactions between the adults in the classroom. Look for ways that they offer support and encouragement to one another. Consider how the adults provide a model for the children in their interactions.

9) Autonomy in the Classroom

Montessori educators place great emphasis on helping students learn to take care of their needs. Teachers cultivate students' sense of ownership of the classroom, so that they appreciate and take good care of things and each other.

- Look for examples of how students follow daily routines without needing instructions.
- Look for examples of students getting instruction or help from other students.
- Look for examples of students working together to solve problems or make something.
- Can you find out how students share the responsibility for maintaining the classroom and the materials?
- Find out how students know what their options and assignments are.
- Ask the teacher how a student's parents knows what kind of work their child is doing.

9) Curricular Cornerstones

Some of the early experiences that children have in their 6-9 classroom provide crucial underpinnings for their future years of Montessori studies. Upper Elementary (9-12) teachers build upon the heritage of these concepts and experiences.

- Ask the teacher to identify some of the materials that provide crucial underpinning experiences. These may include:
 - Golden Bead operations
 - Symbols for the functions of the noun and the verb
 - External Parts and/or Body Functions of Vertebrates and Plants
 - Fundamental Needs of Humans
 - "Magic Zero" used for multiplying by 10

Guided Observation in an Upper Elementary (9-12) Montessori Classroom

Directions: Sit so you can watch a large portion of the classroom. After awhile, move to gain different perspectives. Allow the children to work. Interact with them if they make the first efforts at communication. When you need to interact with an adult, do so at an appropriate time so as not to interrupt what is happening with the children. NOTE: Make comparisons with the early childhood and/or upper elementary classrooms, if you've already done these observations. *You will discuss and turn in your notes at the Fall Intensive.*

1) The Prepared Environment

There are many elements that make up the Montessori "prepared environment." Paying attention to design details enables teachers to influence students' behavior indirectly, while de-emphasizing teacher instructions and corrections.

- What do you notice when you first enter the classroom?
- Notice the weather conditions outside. How does weather affect behavior and activities in the classroom?
- Try to get a sense of the classroom as a whole. Draw the classroom floor plan, showing the placement of furniture, shelving, instructional subject areas, etc.
- Notice the:
 - o sources of lighting in the classroom
 - o flooring materials and types of furniture
 - o various types of work spaces
 - o traffic patterns through the classroom
 - o sounds from inside - and outside - the classroom
 - o in-class storage spaces (closets, cabinets, shelves, cubbies...)
 - o children's access to bathrooms and water
 - o objects that make the classroom attractive
 - o plants and animals that live in the classroom
- How does this environment differ (and in what ways is it similar) to Montessori 3-6 and 6-9 classrooms? How does it compare to your Montessori environment?
- How does this environment seem to be responsive to the developmental needs of this age range?

2) Using Materials – Doing Research

At the 9-12 level, many students use materials as resources for learning, rather than as didactic materials. The exception may be in the math and geometry areas, but even there, students are moving towards abstract computation.

- Computers may play a larger role in student work in the 9-12 classroom. Notice how students use the computers – as word processors, for on-line research, for data collection and organization.
- Ask students (w/ teacher's permission) to show you examples of a research work they are doing.

3) Individual work – Group lessons – Autonomy & Social Responsibility

- Notice the range of individual and group activities in the classroom. Observe a lesson or presentation by a teacher. Does s/he use materials? Do students interact with the teacher, the materials, each other? What kinds of questions are asked? What directions are students given for follow up on the lesson?
- Do students take notes?
- Do you notice students working alone as well as with others in the classroom? How do they decide what work they need to do? How do they keep track of their work?

4) Respectful Community

At every level, Montessori classroom communities are built upon trust and respect. The adults facilitate the evolution of the community in a variety of developmentally appropriate ways.

- Observe the interactions between the teacher and various children. Can you see ways in which the teacher honors and respects the unique personalities and learning styles?
- Watch children working together to solve a problem or reach a goal. Can you see evidence that they were encouraged to use positive and cooperative problem solving strategies?
- Do the adults interact with each other in a respectful way? Consider how the adults provide a model for the children in their interactions.