



## Chart of Essential Montessori Secondary Practices

Name: \_\_\_\_\_

School: \_\_\_\_\_

Visit #1 – Site Visit: Field Consultant/Date/Time/Duration

Visit #2 – Videos:

Visit #3 – Site Visit:

After the first visit, the field consultant (FC) reviews the visit notes and checks off each practice that is evident to a satisfactory degree. In the coming months, the adult learner will focus on those practices that are unobserved, not evident, or not yet executed in a skillful manner. The adult learner then includes those unobserved items in the reflection and goals for the videotape work.

**1<sup>st</sup> Observation NOTE:** As often is the case for adult learners new to the field of teaching, more than one school year may be required to develop mastery. If this is the case, the field consultant will inform CMStep administrators. A conference / conference call may be helpful.

**2<sup>nd</sup> Observation NOTE:** After viewing the videotape, the FC checks off all items that were observed, even if they were noted in the 1<sup>st</sup> Observation. This second check-off indicates that the list of practices is expanding and performance is improving. Again, the form is signed, a copy given to the adult learner, and the original retained by the FC.

**3<sup>rd</sup> Observation NOTE:** If the adult learner has not yet demonstrated skill in all the areas indicated on this list, there will be one of two options: *either* the practicum will be extended for a specific amount of time at the adult learner’s expense (\$300.00 processing fee and field consultant lodging and travel expenses), *or* the coursework and practicum will be taken again (with field consultant expenses for all observations, as noted.)

Note: An asterisk (\*) indicates items that will be shared in debriefing.

Classroom Environment	Seen			
	1 <sup>st</sup>	Videos	3 <sup>rd</sup>	
1. Classroom set up encourages multiple uses: group work, independent work, lessons, seminars, research, etc.				
2. Multiple learning activities occur simultaneously.				
3. Has goals and values of the community posted for reference (Clark=peace, respect, hard work, learning, community).				
4. Has seminar guidelines posted for reference.				
5. Has Kohlberg’s levels posted for reference.				
6. Has solo guidelines posted for reference.				
7. Has posted the community or advisory jobs/responsibilities for maintaining a clean, beautiful, and well-cared-for learning environment.				

8. All displays (e.g. student work, procedures, signs, labels, etc.) are carefully selected, purposeful, and beautifully posted.				
9. Classroom has structures and procedures in place for organization (e.g. turn in bins & procedures, materials storage/table caddies, binder tabs or color coded folders, portfolio storage, etc.)				
10. Everything has its place; clutter is not evident.				
11. The classroom atmosphere is warm and inviting (e.g. accent lighting rather than overhead lights, healthy plants and/or animals, etc.)				
12. Materials and supplies are well cared for and in good condition.				
13. Students and adults move purposefully; they are respectful of the working environment and work spaces, always walking around work areas and perimeters of gathering circles.				
14. Students and adults speak appropriately for the situation, always using the quietest voice possible and never speaking over others/across the room.				
15. There is a productive “buzz” in the classroom. Students who are off-task redirect themselves quickly; when redirecting each other, they do so kindly and appropriately.				
16. Students have pen/cil and planners, binders, notebooks, or paper to take notes during meetings, lessons, and presentations.				
<b>Teacher</b>				
17. Actively teaches, observes, and circulates at all times; doesn't interfere/interrupt learning or work.				
18. Adults and students stop, face the speaker, and listen when the group is being addressed.				
19. Works to redirect inappropriate behaviors and activities in a calm & respectful manner; de-escalates rather than incites.				
20. Presents a variety of lesson types: (A) mini-lesson, (B) weekly seminar, (C) whole group, (D) small group, (E) group initiative/game/Kick-off/Culminating Activity tied to theme/adolescent/academics, (F) other.				
21. Classroom “climate” is one of respect, friendliness, and openness.				
22. * Has a plan and documentation (student forms/guidelines, parent information, etc.) for implementing Student Led Conferences at least one time during the first year.				

23. * Has procedures for regular and frequent parent communication regarding student performance.				
24. * Implements and maintains effective recordkeeping systems (e.g. anecdotal records and data collection for skill development, work completion, differentiated work, etc.).				
<b>Procedures exist for each of the following (as evidenced by student behavior):</b>				
25. Entering classroom.				
26. Beginning work.				
27. Conducting community meeting.				
28. Student organization (as evidenced in part by using planners, binders organized with tabs, checklists, etc.).				
29. Seminar.				
30. Requesting a lesson.				
31. Using controls to check work.				
32. Solo time, in which the adults participate & model behaviors and expectations.				
33. Mindfulness practices to teach focus and concentration.				
34. Fresh fruit and vegetable policy in effect.				
35. Restoring the environment.				
36. Transitions.				
<b>Academics:</b>				
37. Clear objectives are tied to all lessons/activities/projects and are shared in writing with students. Students should be able to explain the purpose for all work.				
38. Cycle theme is posted and "alive" for the students (on the Cycle cover page, in relevant kick-off and culminating activities, through AOP questions & processing after group initiatives/games, in articulated connections to daily academic work, etc.)				
39. Interdisciplinary connections are present in many lessons, activities, and projects.				
40. Students teach each other.				

41. Project work includes clearly articulated steps & due dates, multiple components (research, drafts, paper, captions, artwork, product, performance, etc.), supportive lessons and rubric.				
42. Student self-evaluations (rubric or other) are used for major projects, processes, and papers as well as for leadership skills, seminar participation, and homework completion.				
43. Checklists that provide choice and take into account learning styles, modalities, and/or abilities are used.				
44. * Cycles of study are complete and organized, to date. Submit chart, each Curriculum Cover, and one checklist from each cycle to <a href="mailto:fieldconsultantcmstep@gmail.com">fieldconsultantcmstep@gmail.com</a>	Has 1	Has 2	Has 5*	Has 8*
Trans-disciplinary Montessori Practices				
45. Has a schedule that provides large blocks of time (at least 1½ hours) for instruction, choices, and work.				
46. * Provides instruction and support for service-learning / community service work				
47. * Includes a Pedagogy of Place experience (intersession or multi-day field study).				
48. * Includes a micro-economy component that is focused on occupations.				
49. * Implements an erdkinder/nature-based experience (fall camp, gardening, stewardship, etc.) with students.				
50. * Is involved in providing regular and frequent parent communication regarding Montessori secondary practices (thematic curriculum, field studies, fundraising, etc.) and adolescent development.				

Additional Comments (if needed)

**1st Observation: Site Visit**

**2nd Observation: Videotape**

**3rd Observation: Site Visit**

**Additional Observations**

**RECOMMENDED FOR CREDENTIAL**

**EXTENDED PRACTICUM RECOMMENDED BEFORE AMS CREDENTIAL IS ISSUED**