

2024 Handbook
Low-Residency Cohort 4
Cincinnati



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AMS CODE OF ETHICS

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 another 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 their 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 and COURSE LEVEL

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 other information are included to provide a preview of what lies ahead in the preparation for becoming a fully credentialed Montessori secondary teacher.

COURSE LEVEL:

CMStep is affiliated by the American Montessori Society (AMS) and accredited by the Montessori Accreditation Council for Teacher Education (MACTE) at the Secondary I-II course level, meaning that the resulting AMS Secondary I-II credential is recognized for teaching students from ages 12-19, or 7th through 12th grades.

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. Students enrolled in CMStep are automatic members of AMS for two years. Continued membership in the organization requires membership registration and a fee. To be eligible for the AMS membership in the category of a Teacher Education Program affiliate, CMStep also holds accreditation from MACTE, and upholds all the AMS and MACTE requirements and standards.

MACTE is an international nonprofit agency that accredits a variety of Montessori teacher education programs for the preparation of teachers in the Montessori method of education. MACTE is recognized by the United States Department of Education as a programmatic accreditor.

History of CMStep

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. However, coursework remains in Cincinnati, with the exception of occasional contract sites. In 2017, Katie assumed the role of executive director.

CMStep received accreditation for its Secondary I-II courses from the Montessori Accreditation Council for Teacher Education (MACTE) 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 them the qualities of the person they 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

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

Fundamental Tenets of an AMS- Affiliated Teacher Education Program

1. **Cosmic Education** provides the framework for each individual to answer the question, "Who am I and why am I here?" Teacher education of all levels mirrors the underpinnings of cosmic education with consistent attention to repeated and expanding experiences leading to an appreciation of the web of relationships that is the universe, through an understanding of:
 - the interconnectedness of all things
 - wonder and respect for the living and non-living world
 - nurturing the spirit of the child and the adolescent
 - indirect and direct preparation of each activity
 - sequencing based on whole-to-part-to-whole pathway
 - integrated spiral curriculum
 - awareness that the universe is an evolving, self-organizing force that offers many possibilities and is impacted by our actions.
1. **Transformation of the Adult** is an essential outcome of the teacher education course, with an emphasis on spiritual preparation, service to humanity, and the attitudes and dispositions inherent in the philosophy
2. **Education for Peace** is the ultimate task of Montessori education. Intentional, peaceful communities of learners cultivate: respect for all humanity, appreciation of world cultures, and the valuing of diversity, social justice, and equality. These communities exercise trust and peaceful ways of addressing conflict and working together.
3. **Respect** for oneself, others, and for the environment is fostered in all interactions.
4. **The Prepared Environment** fosters teaching and learning through interactions with individuals and materials at the level of the course.
5. **Constructivist Theory** applies to all levels of Montessori education. Individuals of different ages actively construct knowledge through enriching interchanges and experiences with others and the physical environment.
6. **Modeling** movement, choice, peer teaching, dispositions, commitment to service, and reflective practices by teacher educators and mentors occurs so adults observe and experience Montessori theory in action.
7. **Observation** is of vital importance to the teaching and learning process. Teacher education programs communicate the necessity to develop increasing observation skills in one's own classroom and other classroom environments.
8. **Recordkeeping** documents the on-going observations and learning outcomes that become the basis for future planning.
9. **Assessments** are part of the teaching and learning cycle. Various formats meet learners where they are and guide them forward to meet the competencies of an effective Montessori teacher.
10. **An Extended Practicum Phase** provides the adult learner with a teaching and learning experience under the guidance of a mentor. Observation, specific feedback, internalization, and further study guides Montessori theory into practice.
11. **The Continuum of Development** across time, place and culture is honored through equal appreciation of all program levels who learn from each other and respect the contributions of Montessori pioneers, leaders, and practicing and aspiring teachers.

12. **Lifelong Learning** is inspired by the teacher education program as part of the on-going personal and professional journey of learning, growing, observing, reflecting and researching.

AMS Teacher Education Action Commission (TEAC), Revised October 2017.

PROGRAM DESCRIPTION

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 in Cincinnati, Ohio, and can earn up to 21 of 33 required credits. (Note that there is a separate application process, additional costs, and additional coursework required for the M.Ed. CMStep will coordinate with XU one or more information sessions for those who are interested, but only Xavier University representatives can provide these full 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).

REQUIREMENTS FOR SECONDARY I-II CREDENTIAL

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 18 months. The maximum amount of time to complete the program is three (3) summers and two (2) school years. See Academic Schedule for the precise dates of this cohort.

Prerequisite Work

All enrolled adult learners must have complete applications, including official transcripts, two letters of recommendation, and a personal statement. The adult learner and the administrator must read, sign, and submit the Adult Learner Agreement form and the Administrator/Practicum Site Agreement form as part of a completed application. An admissions interview with Katie Keller Wood is also required for the low-residency program. The application process is not a competitive one.

Adult learners without previous Montessori training (and credential) are required to complete an online “Overview” course before the AMS Secondary I & II credential is granted. This course is all fully self-paced. (Note: It is recommended, but not required, that this course be completed before the start of other online coursework. The final deadline for this course will be the start of Summer Session #1.)

All adult learners must also complete the online “Intro to Secondary Montessori” course. This must be completed before the formal online training (Minimester I) begins.

Academic Phase

MINIMESTERS I-III: Adult learners must complete the first three minimester courses before the in-residency summer courses in Cincinnati.

Minimester I – Introduction to Montessori Philosophy: 20-hour course. The writings of Maria Montessori as well as prominent adolescent experts are examined. This course is a prerequisite for all other courses.

Minimester II – Bridge to Curriculum: 20-hour course. Key concepts in Lower and Upper Elementary classrooms, materials, and methodologies are presented, in preparation for curriculum development at the secondary level. Prerequisite: Minimester I.

Minimester III – Curriculum Development Overview: 20-hour course. The basic structures of a Montessori secondary curriculum are presented; adult learners develop unique curriculum for their individual school setting. Prerequisites: Philosophy & Bridge to Curriculum

SUMMER 1 COURSEWORK: Adult learners will continue the learning from Minimesters I-III with 14 days in-residence.

Culmination of Minimesters I-III: The cohort will be guided in continuing and completing the Montessori Philosophy course, the Bridge to Curriculum course, and the Curriculum Development course through coursework, discussion, reflection, and activity. Participants will also participate in a four-day, three-night Erdkinder field study experience to further explore 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: Minimesters I-III

GUIDED CONTENT CREATION: Certain assignments from Summer I will require additional time, reflection, and activity to complete. The adult learner will have the week immediately following Summer I coursework, and during that week, complete the Guided Content Creation (20 hours). Prerequisite: Summer I Coursework

MINIMESTERS IV-V: These online minimester courses are designed for the adult to have flexibility of when to do the work, while staying within a timeframe of work completion. Prerequisite: Minimesters I-III; Summer 1; Guided Coursework Completion

Minimester IV – Prepared Teacher: 20-hour course. Key concepts dealing with the beginning of the school year and the classroom management are presented. Prerequisite: Minimesters I-III; Summer 1; Guided Coursework Completion

Minimester V – Shelfwork & the Second Cycle of Study: 20-hour course. Adult learners will work to create and add to their contents of shelfwork and second cycle of study by focusing on planning and workshops. Prerequisite: Minimester IV

FALL INTENSIVE: This is a 4-night 5-day **in-residence** time of coursework, focusing on service learning, project-based learning, and in-person observations of Secondary I and II classrooms.

Mindfulness Minimester: 10-hour course. Adult learners will learn the fundamentals of developing their own mindfulness practice, as well as how to guide mindfulness in the classroom. Prerequisite: Minimester V

Minimesters VI & VII –Examination of Teaching Practices, parts I and II: Each minimester is a 20-hour course. Adult learners collaborate with cohort members and guides to review secondary curricula and videos of various teaching practices. Prerequisite: Minimester VI

Minimester VIII – Introduction to Field Studies: 20-hour course. Adult learners will focus on brainstorming, creating, planning for, and implementing field studies. Prerequisite: Minimester VIII

Minimester IX – Refining Structures: 20-hour course. Adult learners will focus on reviewing and refining various aspects of their classroom and teaching practices. Prerequisite: Minimester IX

SUMMER 2 COURSEWORK: Adult learners will continue the learning from Minimesters IV – X with 8 days in-residence in Cincinnati.

GUIDED WRAP-UP: Certain assignments will require additional time, reflection, and activity to complete. The adult learner will have the week immediately following Summer II coursework, and during that week, complete the Guided Content Creation (20 hours). Prerequisite: Summer II Coursework

Practicum Phase

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 first summer of in-person coursework.

PRACTICUM: a full academic year (1,080 hours) of teaching is required in a Montessori school that complies with the standards of AMS and MACTE (the “Practicum Site”). The entire list of requirements can be found in the ‘Administrator & Practicum Site Agreement’ at www.cmstep.com.

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 monthly communication with CMStep instructors/field consultants is required.

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. The observations of secondary classroom are part of the fall (in-person) intensive work.

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. (M.Ed. candidates with Xavier University complete the thesis through XU in lieu of the CMStep Year-long Project.)

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 Zoom 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 typically scheduled in the fall after second summer coursework is completed.

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.*

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, in coordination with the Cohort Director and Executive Director. This decision is based upon 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.

In addition, the adult learner’s secure Canvas log-in is unique and not to be shared with others. The adult learner confirms that they always only submit their own work, and they will notify CMStep immediately if they suspect a breach in security.

ASSESSMENT, EVALUATION, AND GRADING

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. CMStep student files and records are kept confidential by CMStep, accessible only to the directors, office staff, and current faculty. Records are maintained in keeping with applicable legal requirements.

Evaluation during the Academic Phase

1. Each instructor maintains records of progress for each adult learner in the class via Canvas.
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. Most are submitted via Canvas.
4. Adult learners who are working toward an M.Ed. 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 an M.Ed., 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:

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. 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

Attendances at classes, Zoom sessions, demonstrations, labs, and off-site experiences are considered part of the course hour requirements for certification. Attendance is taken at the beginning of each class, and any absence is shared with the Executive Director or Cohort 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.

ABSENCES AND MISSED DEADLINES

Online learning has the benefit of offering flexible hours during which the adult learner can choose to complete coursework. Within the context of online learning, missed deadlines have the same effect as in-residence absences

would. Communication of expected missed deadlines is essential to successfully completing an online course. **Any late work that has not been communicated about ahead of time will be considered unexcused. Any adult learner with unexcused late/missing work will receive notice and may be placed on probation.**

During times the adult learner is required to be on-site in Cincinnati (Summer 1, Fall Intensive, Summer 2), adult learners may only be excused in the case of severe illness or a death or birth in the immediate family. Any absence must be reported to the CMStep Directors, and 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 of in-residence class 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 course during the course's next scheduled session, and so may need to pause training for up to one year. Any absence will require make-up work of commensurate content and hours, to be approved by the course instructor and one director. As soon as the make-up work has been completed and approved, the certification process can proceed.

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 of scheduled classes, meetings, or intensives 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 YEAR COMPLETION REQUIREMENT

The American Montessori Society grants adult learners three (3) years (three summers and two school years) to complete the credentialing 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 pay any expenses as outlined in the extension fee explanation under "program costs."

DISMISSAL

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 coursework begins.

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 technology use, inappropriate attire, harassment of any kind, and/or issues of tardiness or absences from class. More severe actions may warrant immediate dismissal.

Dismissal 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 Street, 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 five 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
- Amy Ricketts, Director of Curriculum and Instruction

- Steph Bijoch, Director of Practicum and Instruction
- Erika Eicholz, Director of Practicum and Instruction
- Barb Scholtz, Advisory Board Member
- Danielle Odom, Advisory Board Member
- 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 (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 (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 \$100/day for any remaining in-person coursework, \$200 per online minimester, and/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.

In the area of academics, the TEP will:

1. Emphasize quality in every aspect of course delivery.
2. Award credit when and where it is due, in accordance with published standards.
3. Maintain clearly stated written policies for accepting transfer credit from other institutions, in accordance with AMS policies.
4. Disclose accurate information about the recognition and acceptance of credit for this course by other institutions.
5. Ensure fair and reasonable academic evaluation with grades and evaluations that are meaningful, timely, and based on quality of adult learner performance. The TEP will maintain transcripts or records of grades in accordance with state/local requirements, and guarantee confidentiality and adult learner access to records.
6. Award certifications when merited, and inform adult learners regularly of academic progress. The TEP will recommend a candidate for credentialing by AMS after all stated requirements are satisfied.
7. Offer quality instruction through instructors who have appropriate preparation and expertise in accordance with AMS requirements, are up to date in their fields, meet according to the published schedule, come to class prepared, and are available to adult learners outside of class.
8. Describe course requirements in clear, specific, and accurate terms in written form, and ensure that requirements are educationally meaningful.
9. Notify adult learners of unusual features of the course that cannot be readily anticipated.
10. Offer coursework that follows the published catalog description.
11. Embrace the principle of academic honesty.
12. Publish causes for dismissal in clear and specific form, and dismiss an adult learner only for appropriate cause and after due process.

In the area of advertising, the TEP will:

- Publish advertising that is accurate, reliable, up to date, clear, and concise.

In the area of finances, the TEP will:

1. Assess reasonable tuition and provide timely notice of annual increases.
2. Inform potential adult learners of sources of financial aid.

3. Employ fair and accurate published refund policies.
4. Charge fair and reasonable fees for infractions such as breaking equipment or non-return of library books.
5. Keep accurate records of fees paid by each adult learner.
6. Inform adult learners about financial instability in the event such a condition exists.

In the area of admissions, the TEP will:

1. Provide published policies on the admission process.
2. Give prospective adult learners an accurate overview of the course, encouraging them to visit the facility in order to meet with staff and current adult learners to provide additional detail
3. Maintain clear and specific policies on the availability of job placement services.

ADULT LEARNER RESPONSIBILITIES

It is the responsibility of the adult learner to:

1. Enroll only out of a need and desire to learn rather than a wish to manipulate the course for other ends.
2. Be informed—by reading the information disseminated by the course.
3. Take an active part in planning and executing the course of study within the context of stated requirements and existing institutional resources.
4. Continually self-monitor academic progress.
5. Attend class and participate in other learning activities, come prepared, and complete assignments on time.
6. Embrace the principle of academic honesty.
7. Respect the freedom of the program’s staff to inquire, publish, and teach.

In the area of finances, the adult learner accepts the responsibility to:

1. Be informed—about the full cost, refund policies, and financial stability of the program by reading published statements on fees and policies and by contacting the program director and/or administrators with any questions.
2. Read and fully comprehend contracts before signing them, and keep a copy of all contracts and receipts.
3. Understand tuition costs completely and accurately.
4. Satisfy financial obligations to the program in a timely fashion.

In the area of admissions, the adult learner accepts the responsibility to:

1. Be knowledgeable about other available courses/programs to ensure that enrollment is based on an informed decision.
2. Represent oneself honestly in applying to the program.
3. Complete the application process promptly by submitting requested materials and fulfilling prerequisite requirements.

APPLICATION PROCESS/ADMISSIONS CRITERIA

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. The Adult Learner Agreement functions also as the CMStep Code of Conduct. All application forms can be found on cmstep.com.

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

After completing online application, submit the following to CMStep:

PO box 17152; Richmond, VA 23226 or office@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
 - Applicants with a degree from a university outside of an accredited US institution must submit documentation from a recognized credential evaluation service to show equivalence to a US bachelor’s degree.
- two (2) current professional letters of recommendation
- signed Supplemental Packet (including the Adult Learner Agreement, Administrator/Practicum Site Agreement, the Photo Waiver, the Liability Waiver)
- current resume
- copy of previously earned Montessori Credential (if applicable)

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

CMStep adult learner to instructor ratios vary by course. CMStep never has more than 30 adult learners per guide, and for curriculum creation, typically maintains a ratio no greater than one guide for every 10 adult learners.

Transfers from other secondary training programs are not usually considered, with the exception of NAMTA graduates, who should contact the Executive Director. However, individual situations may be discussed with the director, and an exception may be granted if agreed to in accordance with AMS and MACTE policies. CMStep does not have articulation agreements with any other Montessori teacher education programs.

Questions should be addressed to the Director.

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 their 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, employment, salary, or occupational advancement 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.

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.

PROGRAM COSTS

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

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

Program Fee: \$9,000.00 – due by the 1st day of Minimester I, unless alternative arrangements are approved by the Executive Director

Program Fee includes: Tuition for all in-person and online CMStep courses, reasonable expenses for adult learner site visits and consultation within the continental US (2 in-person visits and 1 extensive video consultation during the practicum phase), books and materials (books and supplies are provided by CMStep with the exception of any books assigned to be read before the first summer of in-person coursework), room and board for the Erdkinder experience.

Not included in Program Fee:

- Cost of four books to be read before summer one coursework (<https://cmstep.com/pre-training-work-low-res/>)
- Costs for room & board for in-person coursework, with the exception of the Erdkinder experience
- Costs for graduate credit from Xavier University (only Xavier University representatives can provide these full details)
- Costs associated with any extensions (see below)

Extension Fees: Additional fees are assessed to cover CMStep costs of supporting adult learners who need additional support beyond the typical practicum and academic schedule. These fees are as follows:

- \$50/month for extended practicum support beyond December of the year when all academic courses are otherwise complete to keep your enrollment active.
- \$200 for re-enrollment in any online course
- \$100/day for any in-person coursework to be retaken
- \$300 (plus any travel expenses) for any in-person site visits (practicum observations) required
- \$200 for any virtual site visits (practicum observations) required

If the adult learner file has been deactivated, an \$800 reactivation fee will also 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.

ACCOMMODATIONS

Adult learners are responsible for making their own arrangements for accommodations. As a courtesy, CMStep typically sends some suggested options and rates, and lists these on the CMStep website. Of course, adult learners are welcome to make whatever lodging arrangements best suit their needs.

Accommodations (room and board) for the Erdkinder experience are covered by CMStep.

WITHDRAWAL AND REFUND POLICIES

Withdrawal from the CMStep program must be made in writing to the Executive Director.

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

Application fee: The application 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 the student policy handbook, CMStep hereby agrees to the refund schedule outlined below. 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. 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. Refunds will be provided within 60 days of the appropriate notification.

Value of Course Not Started	Amount to be Refunded
9 Minimesters (\$200.00 per course)	\$3,600.00
Mindfulness	\$200.00
First Summer In-Person Coursework	\$2,500.00
Fall Intensive	\$500.00
Second Summer In-Person Coursework	\$1,000.00
Practicum Observation 1	\$500.00

Practicum Observation 2	\$200.00
Practicum Observation 3	\$500.00

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.

CMStep ORGANIZATIONAL CHART

ADVISORY BOARD		
Katie Keller Wood Rosemary Quaranta Barb Scholtz Susanne Gregory Marta Donahoe Omar Mora Danielle Odom		
EXECUTIVE DIRECTOR		
Katie Keller Wood		
<i>Reporting to Executive Director</i>	INSTRUCTORS <i>Reporting to Cohort Directors and Executive Director</i>	FIELD CONSULTANTS <i>Reporting to Cohort Directors and Executive Director</i>
<p style="text-align: center;">Director, Practicum and Instruction (Low-Residency) Steph Bijoch</p> <p style="text-align: center;">Director, Practicum and Instruction (High-Residency) Erika Eicholz</p> <p style="text-align: center;">Director, Curriculum and Instruction Amy Ricketts</p> <p style="text-align: center;">Directors Emerita Marta Donahoe Barb Scholtz</p> <p style="text-align: center;">Director of Leadership Programming Susanne Gregory</p>	<p style="text-align: center;">Katie Keller Wood Barb Scholtz Rosemary Quaranta Drew Ramsay Brandt Smith Savannah Rabal Tori Pinciotti Krista Taylor Garry Sumski Mindy Mahar Danchi Nguyen Amy Ricketts Erika Eicholz Joshua Vogt Kristin Simonson Steph Bijoch Katie Dulaney Danielle Odom Corinna Ferro Anne Slamkowski Gideon Smith</p>	<p style="text-align: center;">Katie Keller Wood Marta Donahoe Barb Scholtz Brandt Smith Savannah Rabal Tori Pinciotti Krista Taylor Mindy Mahar Danchi Nguyen Amy Ricketts Erika Eicholz Joshua Vogt Kristin Simonson Steph Bijoch Danielle Odom Corinna Ferro Anne Slamkowski Gideon Smith</p>

SERVICES for ADULT LEARNERS

CMStep Directors Katie Keller Wood, Steph Bijoch, Amy Ricketts and Erika Eicholz are available for academic and general program counseling throughout the academic and practicum phases of the training program. At least one Director is in residence during all in-person training sessions.

CMStep instructors are available for counseling and consultation regarding their area of instruction during their courses.

HEALTH CARE SERVICES

Good Samaritan Hospital
375 Dixmyth Ave
513-872-1400
Emergency 513-872-2536

513-584-1000
Emergency Care 513-584-5700

University Hospital
234 Goodman Ave

ACADEMIC SCHEDULE

505 clock hours over 18 months, including two in-person summer sessions and one fall in-person session.
1080 practicum hours.

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

Course	Date	Time	Hours
Introduction to Secondary Montessori Online Course	June 4-July 15, 2023 OR January 28-March 9, 2024	6 weeks x 5 hours/week	30 hours
Minimester I: Online Introduction to Montessori Philosophy	August 27-September 23, 2023 OR March 17- April 13, 2024	4 weeks x 5 hours/week	20 hours
Minimester II: Online Bridge to Curriculum	October 1- 28, 2023 OR April 21- May 18, 2024	4 weeks x 5 hours/week	20 hours
Minimester III: Online Curriculum Development Overview	November 5 - December 2, 2023 OR May 26 - June 22, 2024	3 weeks x 7-8 hours/week	20 hours
Orientation	June 30, 2024	2:00 pm - 6:00 pm	4 hours
Summer #1 In-Person Coursework: Culmination of Minimesters I through III and Erdkinder Experience	Sunday, June 30 – Saturday, July 13, 2024 N.B. Saturday, July 6 – Tuesday, July 9, 2024 will be the Erdkinder experience- <i>overnight stay is required for this experience.</i>	8:00 am - 6:00 pm (except for Erdkinder experience, which requires 3 overnight stays)	126 hours
Guided Content Creation	July 14 - 20, 2024	1 week	20 hours

Minimester IV: The Prepared Teacher	September 1 - September 28, 2024	4 weeks x 5 hours/week	20 hours
Minimester V: Shelfwork & Cycle of Study 2	October 6 – November 2, 2024	4 weeks x 5 hours/week	20 hours
Fall Intensive	Thursday, November 14-Monday, November 18, 2024	2pm Thursday- 2pm Monday	50 hours
Mindfulness Minimester	November 24-December 7, 2024	2 weeks x 5 hours/week	10 hours
Minimester VI: Examination of Teaching Practices, Part I	January 12 - February 8, 2025	4 weeks x 5 hours/week	20 hours
Minimester VII: Examination of Teaching Practices, Part II	February 16 - March 15, 2025	4 weeks x 5 hours/week	20 hours
Minimester VIII: Introduction to Field Studies	March 23 - April 19, 2025	4 weeks x 5 hours/week	20 hours
Minimester IX: Refining Structures	April 27 - May 24, 2025	4 weeks x 5 hours/week	20 hours
Summer #2 In-Person Coursework: Culmination of Minimesters IV-IX	June 22 - 29, 2025	8:00 am - 6:00 pm and until 2pm last day	69 hours
Guided Wrap-up	1 week after end of in-person course work	1 week	20 hours

Also Required

Course	Date	Time	Hours
Overview (Required only for Adult Learners who do not already have a Montessori Teaching Credential)	Self-paced, enrolled at the time of application. Must complete by June 2024 (or June 2025 with exception)	20 online modules	40
Year-Long Project	July 2024 – July 2025	Online	Included in other courses
Practicum Teaching (self-directed)			minimum of 1080 hours
Final Examination Paper	Due August 31, 2025 with all final paperwork		

SYLLABI AND COURSE COMPONENTS

MONTESSORI PHILOSOPHY AND ADOLESCENT DEVELOPMENT (EDME 551)

High-Residency Model: 49 hours in person

Low-Residency Model: 50 hours online and 5 hours in person

COURSE OVERVIEW:

Students in this course will read Montessori's biography, and discuss current trends and issues in Montessori education, adolescent development, and philosophy specifically as they apply to the education of the adolescent. An overview of adolescent development will emphasize developmental characteristics in the physical, psychological, social and moral/spiritual realms. Students will explore the writings of Montessori and discuss adaptations of these theories in light of current research and best practices. Participants will also be able to participate in experiential exercises in community building, mindfulness, and attachment theory.

REQUIRED TEXT & RESOURCES:

- Selected articles on the Montessori Philosophy (9) by Marta Donahoe
- *Maria Montessori: The Biography* by Rita Kramer
- *The Little Book of Restorative Teaching Tools: Games, Activities, and Simulations for Understanding Restorative Justice Practices (Justice and Peacebuilding)* by Lindsey Pointer, Kathleen McGoey, and Haley Farrar
- *Brianstorm* by Daniel Siegel
- *The Way of Mindful Education* by Daniel Rechtschaffen
- "Flow in Education" by Mihaly Csikszentmihalyi
- *From Childhood to Adolescence, by Maria Montessori*
- "The Four Planes of Development" by Camillo Grazzini
- "Third Lecture," by Maria Montessori
- *Socratic Circles*, by Matt Copeland

STANDARDS and COMPETENCIES

MACTE Standards:

- 1a. and 3c. Montessori Philosophy (and methods)
- 1b. Human Growth and Development
- 1c. Subject matter, including Cosmic Education, Peace education, and Practical life
- 2c. The prepared environment
- 2d. and 3d. Parent/teacher/family/community partnership
- 2e. The purpose and methods of observation
- 2h. Reflective practice
- 2j. Culturally responsive methods
- 3a. Classroom leadership
- 3e. Professional responsibilities
- 3f. Innovation and flexibility

AMS Standards:

6.4.5.1 Montessori Philosophy (Core)

1. Planes of development
2. Montessori's ideas regarding educating adolescents, including the concept of "Erdkinder"
3. Montessori's life
4. Montessori's concepts and theories including peace and cosmic education.
5. Montessori in relation to current research and relevance today
6. Personal growth through self-evaluation
7. Observation

6.4.5.2 Classroom Leadership

1. Current trends and research in secondary education and adolescent development
2. Montessori Secondary education models
3. The role of the teacher in the Montessori Secondary classroom (e.g., as facilitator, guide, role model, etc.)
4. Creating a physically, psychologically, and developmentally prepared learning environment
5. Strategies that encourage students to be independent and interdependent
6. Coaching, mastery, and experiential learning strategies
7. Supporting positive work habits
8. Student leadership and autonomy in the classroom
9. Community building and group dynamics
10. Collaboration among adults, including team-teaching and working with an assistant
11. Classroom management consistent with Montessori philosophy
12. Student and teacher record keeping
13. Various forms of assessment

14. Professional Development
15. AMS Suggested Materials List for Secondary Programs

6.4.5.3 Curriculum Design and Implementation (modeled and/or discussed)

2. Global and cosmic perspective
3. Elements of a Montessori Secondary program that lead to Valorization, including economic experiences, outdoor education and land-based experiences (Erdkinder), service learning opportunities, career exploration, field studies, and cultural exchange programs
4. Structures curriculum and learning activities for large blocks of uninterrupted work time to foster ‘flow’ and deep concentration that leads to normalization
5. Three period lesson design
6. Activities in self-discovery, self-construction, social life, and community building
7. Divergent and high-level thinking, especially through dialogue and discussions
8. Providing choice through multi-intelligence and modalities
9. Active and experiential learning
10. Small and whole group learning experiences
11. Elements that support student interdependence and independence in the classroom
12. Practical life appropriate to adolescence
13. Appropriate use of technology in the Secondary classroom
14. Various forms of formative and summative assessment that lead to mastery
15. Time allotted in daily schedule for student personal reflection/time to be silent and alone with self.

6.4.5.4 Adolescent Psychology (Foundational)

1. Early and middle adolescent stages and application in program development
2. Physical development, including brain development
3. Cognitive development
4. Psycho-social development
5. Moral development
6. Adolescents’ concerns and issues and support service

6.4.5.5 Communication and Partnership with Families

1. Teacher as facilitator and model
2. Positive and effective interactions with adolescents
4. Supporting families and students with cultural sensitivity

Student Learning Outcomes:

Teachers will be able to articulate the reasons they are teaching in a less traditional, more effective way, and how that connects to the development of the adolescent. They will reflectively examine their own beliefs and backgrounds, and they will demonstrate understanding of the principles of Montessori’s teacher transformation. Participants will be able to articulate needs and characteristics of adolescents, as well as the fundamental teaching principles of Dr. Maria Montessori as applied to the third plane of development.

EVALUATION/ASSIGNMENTS:

Daily (high res) or Weekly (low res) Self and Instructor Evaluation 60%

Includes:

- Successful completion of all required readings and assignments, reviewed by instructor
- Positive participation in all in-person or online course discussions
- Personal reflections on growth and new learnings, with ideas for application

AMS standards assessed: 6.4.5.1, 6.4.5.2, 6.4.5.3, 6.4.5.5

MACTE standards assessed: 1a., 3c, 1c, 2e., 2h., 2j., 3a., 3e., 3f.

Final Synthesis Project*

40%

Includes:

- A student explanation and reflective self-evaluation of the work
- Articulation of concepts covered so far in training, to include: Valorization, Flow, freedom and limits, the role of the guide, the Love and Logic approach, restorative practices, peace and social justice education, Seven Gateways to the Soul of Education, Adolescent Needs and Characteristics, Planes of Development

*The final project also builds to the final synthesis paper of the training program, which functions as the MEd comprehensive exam for students pursuing graduate credit with Xavier University. This final synthesis is submitted and assessed at the end of all training

AMS standards assessed: 6.4.5.1, 6.4.5.2, 6.4.5.4

MACTE standards assessed: 1a., 3c, 1b, 1c, 2c, 2d, 2j,

ERDKINDER (EFED 499)

Class meets in person for both low (52 contact hours) and high (63 contact hours) residency models.

COURSE OVERVIEW:

This is a multi-day field study course to explore a modern interpretation of Dr. Maria Montessori's plan of Erdkinder (or "land-children") for adolescents, as outlined in her writings. Adult learners examine Montessori's writings and work, and they experience a field study (in preparation for building curricular field studies in the Pedagogy of Place course.) As part of this experience, adult learners examine the concept of valorization of the personality, a function of combining work of the head, hands, and heart. In this course, adult learners engage in service, work of the hands, and care of the group (including food preparation lessons), alongside their academic endeavors. In considering forms for a modern "Erdkinder" and cosmic approach, adult learners consider challenges to the earth and its caretakers and consider their own role in practices of stewardship and sustainability.

REQUIRED TEXT & RESOURCES:

- Selected essays from Wendell Berry
- The Omnivore's Dilemma by Michael Pollan
- Selected essays by Barbara Kingsolver
- From Childhood to Adolescence, by Maria Montessori
- A Land Ethic, by Aldo Leopold
- Various NAMTA articles
- Green Fire film
- Food Inc film
- The Biggest Little Farm film

STANDARDS and COMPETENCIES (bolded standards are addressed in this course)

MACTE Standards:

The adult learner will understand:

- 1a. Montessori Philosophy (and methods)**
- 1b. Human Growth and Development**
- 1c. Subject matter, including cosmic and peace education, practical life, and the arts**
- 1d. Community resources for learning**

The adult learner will understand the following pedagogical elements:

- 2a. Correct use of Montessori materials
- 2b. Scope and sequence of curriculum (spiral curriculum)
- 2c. The prepared environment**
- 2d. Parent/teacher/family/community partnership**
- 2e. The purpose and methods of observation
- 2f. Planning for instruction
- 2g. Assessment and documentation
- 2h. Reflective practice**
- 2i. Support and intervention for learning differences
- 2j. Culturally responsive methods

The adult learner will demonstrate and implement:

- 3a. Classroom leadership**
- 3b. Authentic assessment**
- 3c. The Montessori philosophy and methods**
- 3d. Parent/teacher/family partnerships
- 3e. Professional responsibilities
- 3f. Innovation and flexibility

AMS Standards:

6.4.5.1 Montessori Philosophy (Core)

- 1. Planes of development**
- 2. Montessori's ideas regarding educating adolescents, including the concept of "Erdkinder"**
3. Montessori's life
- 4. Montessori's concepts and theories including peace and cosmic education.**
- 5. Montessori in relation to current research and relevance today**

6. **Personal growth through self-evaluation**
7. Observation

6.4.5.2 Classroom Leadership

1. Current trends and research in secondary education and adolescent development
2. **Montessori Secondary education models**
3. **The role of the teacher in the Montessori Secondary classroom (e.g., as facilitator, guide, role model, etc.)**
4. **Creating a physically, psychologically, and developmentally prepared learning environment**
5. **Strategies that encourage students to be independent and interdependent**
6. Coaching, mastery, and experiential learning strategies
7. Supporting positive work habits, such as Habits of Mind
8. Student leadership and autonomy in the classroom
9. **Community building and group dynamics**
10. **Collaboration among adults, including team-teaching and working with an assistant**
11. Classroom management consistent with Montessori philosophy
12. **Student and teacher record keeping**
13. **Various forms of assessment such as observation, written, performance, self, and use of portfolios**
14. Professional Development
15. AMS Suggested Materials List for Secondary Programs
16. Awareness of educational regulation
17. Preparation for the next step: high school or college and career readiness

6.4.5.3 Curriculum Design and Implementation

1. Meaningful and thematic curriculum that integrates academic subjects and connects with the adolescent
2. **Global and cosmic perspective**
3. **Elements of a Montessori Secondary program that lead to Valorization, including economic experiences, outdoor education and land-based experiences (Erdkinder), service learning opportunities, career exploration, field studies, and cultural exchange programs**
4. **Structures curriculum and learning activities for large blocks of uninterrupted work time to foster 'flow' and deep concentration that leads to normalization**
5. Three period lesson design
6. **Activities in self-discovery, self-construction, social life, and community building**
7. **Divergent and high-level thinking, especially through dialogue and discussions**
8. Providing choice through multi-intelligence and modalities
9. **Active and experiential learning**
10. **Small and whole group learning experiences**
11. Elements that support student interdependence and independence in the classroom
12. **Practical life appropriate to adolescence**
13. **Appropriate use of technology in the Secondary classroom**
14. Various forms of formative and summative assessment that lead to mastery
15. **Time allotted in daily schedule for student personal reflection/time to be silent and alone with self.**

6.4.5.4 Adolescent Psychology (*Foundational*)

1. **Early and middle adolescent stages and application in program development**
2. **Physical development, including brain development**
3. **Cognitive development**
4. **Psycho-social development**
5. **Moral development**
6. **Adolescents' concerns and issues and support service**

6.4.5.5 Communication and Partnership with Families

- 1. Teacher as facilitator and model**
- 2. Positive and effective interactions with adolescents**
- 3. Appropriate channels of communication**
- 4. Supporting families and students with cultural sensitivity**
- 5. Community resources for additional support**

STUDENT LEARNING OUTCOMES:

Adult learners will learn, experientially, how multi-day field studies for adolescents are planned and executed, including group dynamics, teaming, food preparation, and how field studies can offer a unique balance of work of the head, hand, and heart, providing opportunities for adolescent valorization. They will consider ethics and issues related to care of the earth and its inhabitants (with a focus on food production) and will examine the role of humans generally and themselves individually as part of a larger cosmic system. Adult learners will be able to articulate Montessori's vision of Erdkinder and explain how their own program offers these land connections for adolescents.

EVALUATION/ASSIGNMENTS:

Daily (high res) Self and Instructor Evaluation 50%

Includes leadership rubric (30%) and journals (20%) covering:

- Successful completion of all required readings and assignments, reviewed by instructor
- Positive participation in all experiences (leadership rubric)
- Personal reflections on growth and new learnings, with ideas for application (journals)

AMS standards assessed: 6.4.5.1, 6.4.5.2, 6.4.5.3, 6.4.5.4, 6.4.5.5

MACTE standards assessed: 1a, 1b, 1c, 1d, 2c, 2d, 2h, 3a, 3b, 3c

Final Synthesis Project* 50%

Includes:

- A student explanation and reflective self-evaluation of the work
- Articulation of concepts explored in this course, including:
 - o Human dependence on land to secure food
 - o Role of humans as interdependent components of Nature: cosmic perspectives
 - o The impact of individual choices on the earth
 - o Resource use and abuse
 - o Service work
 - o Leadership
 - o Community building
 - o Valorization of the personality

AMS standards assessed: 6.4.5.1, 6.4.5.2, 6.4.5.3

MACTE standards assessed: 1a., 1c, 1d, 2c, 2h, 3a

INTRODUCTION TO CURRICULUM (EDME 511)

High-Residency Model: 46 hours in person

Low-Residency Model: 20 hours online and 25 hours in person

COURSE OVERVIEW:

This course provides adult learners a strong foundation of how secondary Montessori classrooms build on the approaches of elementary Montessori classrooms. Adult learners experience the Great Lessons and various aspects of the Montessori elementary curricula and materials: math & geometry, language arts, history, geography, biology, physical science, and the arts. Students will be given opportunities to experience the elementary lessons and work cycle, to work with the Montessori elementary materials, and to reflect on ways to use the materials, lessons, and timelines in secondary classrooms to make smooth transitions between elementary and secondary curricula.

REQUIRED TEXT & RESOURCES:

Montessori Today, by Paula Polk Lillard

Children of the Universe, by Michael and D'Neil Duffey

Various seminar readings

STANDARDS and COMPETENCIES (bolded standards are addressed in this course)

MACTE Standards:

The adult learner will understand:

1a. Montessori Philosophy (and methods)

1b. Human Growth and Development

1c. Subject matter, including cosmic and peace education, practical life, and the arts

1d. Community resources for learning

The adult learner will understand the following pedagogical elements:

2a. Correct use of Montessori materials

2b. Scope and sequence of curriculum (spiral curriculum)

2c. The prepared environment

2d. Parent/teacher/family/community partnership

2e. The purpose and methods of observation

2f. Planning for instruction

2g. Assessment and documentation

2h. Reflective practice

2i. Support and intervention for learning differences

2j. Culturally responsive methods

The adult learner will demonstrate and implement:

3a. Classroom leadership

3b. Authentic assessment

3c. The Montessori philosophy and methods

3d. Parent/teacher/family partnerships

3e. Professional responsibilities

3f. Innovation and flexibility

AMS Standards:

6.4.5.1 Montessori Philosophy (Core)

1. Planes of development

2. Montessori's ideas regarding educating adolescents, including the concept of "Erdkinder"

3. Montessori's life

4. Montessori's concepts and theories including peace and cosmic education.

5. Montessori in relation to current research and relevance today

6. Personal growth through self-evaluation

7. Observation

6.4.5.2 Classroom Leadership

1. Current trends and research in secondary education and adolescent development

2. Montessori Secondary education models

3. The role of the teacher in the Montessori Secondary classroom (e.g., as facilitator, guide, role model, etc.)

4. Creating a physically, psychologically, and developmentally prepared learning environment

5. **Strategies that encourage students to be independent and interdependent**
6. **Coaching, mastery, and experiential learning strategies**
7. **Supporting positive work habits**
8. **Student leadership and autonomy in the classroom**
9. **Community building and group dynamics**
10. Collaboration among adults, including team-teaching and working with an assistant
11. **Classroom management consistent with Montessori philosophy**
12. **Student and teacher record keeping**
13. **Various forms of assessment such as observation, written, performance, self, and use of portfolios**
14. Professional Development
15. AMS Suggested Materials List for Secondary Programs
16. Awareness of educational regulation
17. Preparation for the next step: high school or college and career readiness

6.4.5.3 Curriculum Design and Implementation

1. Meaningful and thematic curriculum that integrates academic subjects and connects with the adolescent
2. **Global and cosmic perspective**
3. Elements of a Montessori Secondary program that lead to Valorization, including economic experiences, outdoor education and land-based experiences (Erdkinder), service learning opportunities, career exploration, field studies, and cultural exchange programs
4. **Structures curriculum and learning activities for large blocks of uninterrupted work time to foster ‘flow’ and deep concentration that leads to normalization**
5. **Three period lesson design**
6. **Activities in self-discovery, self-construction, social life, and community building**
7. **Divergent and high-level thinking, especially through dialogue and discussions**
8. **Providing choice through multi-intelligence and modalities**
9. **Active and experiential learning**
10. **Small and whole group learning experiences**
11. **Elements that support student interdependence and independence in the classroom**
12. Practical life appropriate to adolescence
13. Appropriate use of technology in the Secondary classroom
14. Various forms of formative and summative assessment that lead to mastery
15. **Time allotted in daily schedule for student personal reflection/time to be silent and alone with self.**

6.4.5.4 Adolescent Psychology (*Foundational*)

1. Early and middle adolescent stages and application in program development
2. Physical development, including brain development
3. Cognitive development
4. Psycho-social development
5. Moral development
6. Adolescents’ concerns and issues and support service

6.4.5.5 Communication and Partnership with Families

1. **Teacher as facilitator and model**
2. Positive and effective interactions with adolescents
3. Appropriate channels of communication
4. **Supporting families and students with cultural sensitivity**
5. Community resources for additional support

STUDENT LEARNING OUTCOMES:

Adult learners in this course will be able to integrate elements of the Montessori elementary classroom into their work with secondary students, including: Montessori materials, timelines, and/or Great Lessons. They will be able to articulate the fundamental elements of Montessori’s Cosmic Education and how it applies to the third plane of development, as well as identify the key elements of the elementary classroom upon which the secondary classroom is built: the role of the teacher, the prepared environment, the work cycle, and the community. Adult learners will become skilled participants in Seminar discussions and learn the teacher’s role for facilitating high-quality Seminar discussions with adolescents.

EVALUATION/ASSIGNMENTS:

Daily (high res) or Weekly (low res) Reflection assignments 50%

Includes:

- Successful completion of all required readings and assignments

- Positive participation in all in-person or online course discussions and Seminars
- Personal reflections on growth and new learnings, with ideas for application

AMS standards assessed: 6.4.5.1 (1, 4, 5, 6, 7) 6.4.5.2 (3, 4, 5, 6, 7, 8, 9, 11, 12) 6.4.5.3 (2, 4, 5, 7, 15), 6.4.5.5 (1, 4)

MACTE standards assessed: 1a, 1b, 1c, 2b, 2c, 2d, 2e, 2h, 2i, 2j, 3a, 3c, 3d, 3e, 3f

Practice with Materials 15%

Includes:

- Successful practice with Montessori materials and timelines, with a focus on the materials most relevant to the teacher's discipline
- Reflection on integration and extension of these materials, timelines and Great Lessons, as appropriate for the secondary classroom.

AMS standards assessed: 6.4.5.1 (1), 6.4.5.3 (8, 9, 10, 11)

MACTE standards assessed: 1a, 1c, 2a, 2b, 2f, 2g, 3c

Final Project* 15%

Includes:

Articulation of key concepts presented in this course, including the key elements and lessons of the elementary classroom upon which the secondary Montessori classroom will build and Cosmic Education, with an explanation of how it expands to Cosmic Vision for the third plane.

*The final project also builds to the final synthesis paper of the training program, which functions as the MEd comprehensive exam for students pursuing graduate credit with Xavier University. This final synthesis is submitted and assessed at the end of all training

AMS standards assessed: 6.4.5.1 (1, 4, 5) 6.4.5.2 (3, 4, 5, 7, 8, 9) 6.4.5.3 (2, 4, 5, 11)

MACTE standards assessed: 1a., 1c, 2a, 2b, 2f, 3c

Seminar Components 20%

Includes:

- Student-created, classroom ready tools for teaching and facilitating Seminar in the secondary classroom, including lesson plans, guidelines, and assessment tools
- One seminar piece, ready for student discussion: including annotations and clustered questions

AMS standards assessed: 6.4.5.1 (6), 6.4.5.2 (3, 4, 5, 6, 7, 8, 9, 12, 13) 6.4.5.3 (2, 6, 7, 8, 9, 10, 11)

MACTE standards assessed: 2f, 2g, 3b

CURRICULUM DEVELOPMENT (EDME 513)

High-Residency Model: 99 hours in person

Low-Residency Model: 50 hours online and 44 hours in person

COURSE OVERVIEW:

In this course, following a deep dive into Montessori Philosophy, Erdkinder, and Intro to Curriculum, adult learners build on and now apply their prior knowledge to the creation of thematic curricula; the secondary Montessori teacher's equivalent to an "album." Adult learners practice integrating content standards with an approach designed to meet the developmental needs of the adolescent, in order to deliver academic programming that takes a holistic pedagogical approach, a hallmark of the Montessori method for every age.

REQUIRED TEXT & RESOURCES:

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

Learning Leadership by Michael Brandwein

Other seminar texts and exemplars, provided by the instructor

STANDARDS and COMPETENCIES (bolded standards are addressed in this course)

MACTE Standards:

The adult learner will understand:

1a. Montessori Philosophy (and methods)

1b. Human Growth and Development

1c. Subject matter, including cosmic and peace education, practical life, and the arts

1d. Community resources for learning

The adult learner will understand the following pedagogical elements:

2a. Correct use of Montessori materials

2b. Scope and sequence of curriculum (spiral curriculum)

2c. The prepared environment

2d. Parent/teacher/family/community partnership

2e. The purpose and methods of observation

2f. Planning for instruction

2g. Assessment and documentation

2h. Reflective practice

2i. Support and intervention for learning differences

2j. Culturally responsive methods

The adult learner will demonstrate and implement:

3a. Classroom leadership

3b. Authentic assessment

3c. The Montessori philosophy and methods

3d. Parent/teacher/family partnerships

3e. Professional responsibilities

3f. Innovation and flexibility

AMS Standards:

6.4.5.1 Montessori Philosophy (Core)

1. Planes of development

2. Montessori's ideas regarding educating adolescents, including the concept of "Erdkinder"

3. Montessori's life

4. Montessori's concepts and theories including peace and cosmic education.

5. Montessori in relation to current research and relevance today

6. Personal growth through self-evaluation

7. Observation

6.4.5.2 Classroom Leadership

1. Current trends and research in secondary education and adolescent development

2. Montessori Secondary education models

3. The role of the teacher in the Montessori Secondary classroom (e.g., as facilitator, guide, role model, etc.)

4. Creating a physically, psychologically, and developmentally prepared learning environment

5. Strategies that encourage students to be independent and interdependent
6. Coaching, mastery, and experiential learning strategies
7. Supporting positive work habits, such as Habits of Mind
8. Student leadership and autonomy in the classroom
9. Community building and group dynamics
10. Collaboration among adults, including team-teaching and working with an assistant
11. Classroom management consistent with Montessori philosophy
12. Student and teacher record keeping
13. Various forms of assessment such as observation, written, performance, self, and use of portfolios
14. Professional Development
15. AMS Suggested Materials List for Secondary Programs
16. Awareness of educational regulation
17. Preparation for the next step: high school or college and career readiness

6.4.5.3 Curriculum Design and Implementation

1. Meaningful and thematic curriculum that integrates academic subjects and connects with the adolescent
2. Global and cosmic perspective
3. Elements of a Montessori Secondary program that lead to Valorization, including economic experiences, outdoor education and land-based experiences (Erdkinder), service learning opportunities, career exploration, field studies, and cultural exchange programs
4. Structures curriculum and learning activities for large blocks of uninterrupted work time to foster 'flow' and deep concentration that leads to normalization
5. Three period lesson design
6. Activities in self-discovery, self-construction, social life, and community building
7. Divergent and high-level thinking, especially through dialogue and discussions
8. Providing choice through multi-intelligence and modalities
9. Active and experiential learning
10. Small and whole group learning experiences
11. Elements that support student interdependence and independence in the classroom
12. Practical life appropriate to adolescence
13. Appropriate use of technology in the Secondary classroom
14. Various forms of formative and summative assessment that lead to mastery
15. Time allotted in daily schedule for student personal reflection/time to be silent and alone with self.

6.4.5.4 Adolescent Psychology (*Foundational*)

1. Early and middle adolescent stages and application in program development
2. Physical development, including brain development
3. Cognitive development
4. Psycho-social development
5. Moral development
6. Adolescents' concerns and issues and support service

6.4.5.5 Communication and Partnership with Families

1. Teacher as facilitator and model
2. Positive and effective interactions with adolescents
3. Appropriate channels of communication
4. Supporting families and students with cultural sensitivity
5. Community resources for additional support

STUDENT LEARNING OUTCOMES:

Adult learners will demonstrate competency in building interdisciplinary thematic curricula, which meets both requisite academic standards and the holistic developmental needs of adolescents. They will be able to articulate the

rationale behind each curricular element, including how these elements work together to promote family partnerships, cosmic and peace education (with a particular focus on ABAR classroom elements), and opportunities for valorization. By the end of the course, adult learners are ready to begin the practicum, having created and experienced curricular elements of the high-functioning secondary Montessori classroom.

EVALUATION/ASSIGNMENTS:

Daily Self and Instructor Evaluation 30%

Includes:

- Positive participation in all in-person or online course discussions and activities
- Personal reflections on growth and new learnings, with ideas for application

AMS standards assessed: 6.4.5.1, 6.4.5.2, 6.4.5.3, 6.4.5.5

MACTE standards assessed: 1a., 3c, 1c, 2e., 2h., 2j., 3a., 3e., 3f.

Completion of daily/weekly homework assignments 5%

Includes:

- Successful completion of all required readings and reading reflections
- Preparation for the practicum phase assignments
- ABAR workshop assignments and participation
- Aligning cycle themes and academic content standards
- Choice mini-work project, in preparation for the year-long project

AMS standards assessed: 6.4.5.1, 6.4.5.2, 6.4.5.5

MACTE standards assessed: 1a., 1c, 1d, 2c, 2d, 2e, 2i, 2j, 3a.,3d, 3e., 3f.

Project: Curricular Cycle of Study 55%

Includes submission of the following curricular elements:

- ___Academic objectives/standards, matched to theme and adolescent needs/characteristics
- ___Seminar teaching elements, including a piece for discussion with clustered discussion questions, implementation guidelines, teacher record keeping tool, and student self-assessment tools
- ___Planning calendar
- ___Thematic kick-off activity
- ___Thematic group initiative
- ___Thematic culminating activity
- ___Lesson plans, including procedural lessons and lessons with connections to Montessori materials and philosophy
- ___Shelfwork
- ___Opportunity outside of the classroom
- ___Curricular cover page
- ___Student work checklists
- ___Student project packet
- ___Assessment tools, including for projects, leadership, and self-directed activity in the classroom

AMS standards assessed: 6.4.5.1, 6.4.5.2, 6.4.5.3, 6.4.5.4, 6.4.5.5

MACTE standards assessed: 1a, 1c, 1d, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 2i, 2j, 3b, 3c, 3d, 3e, 3f

Rationale Paper* 10%

Includes:

- A student explanation and reflective self-evaluation of the cycle of study project
- Articulation of how specific elements of the cycle of study connect to Montessori philosophy and the needs of the adolescent, referencing concepts from prior CMStep courses.

*This rationale paper also builds to the final synthesis paper of the training program, which functions as the MEd comprehensive exam for students pursuing graduate credit with Xavier University. This final synthesis is submitted and assessed at the end of all training.

AMS standards assessed: 6.4.5.1, 6.4.5.2, 6.4.5.3, 6.4.5.4, 6.4.5.5

MACTE standards assessed: 1a, 1c, 1d, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 2i, 2j, 3b, 3c, 3d, 3e, 3f

STRUCTURE AND ORGANIZATION (EDME 512)

High-Residency Model: 80 hours in person

Low-Residency Model: 40 hours online and 33 hours in person

COURSE OVERVIEW:

This course is a continuation of Curriculum Development, where adult learners who are in the final months of their practicum self-assess and hone their personal teaching practices in the following areas: Anti-Bias, Anti-Racist teaching practices, classroom routines, teacher and student organization and management principles, and assessment and evaluation. Adult learners connect all classroom practices to Montessori philosophy and the needs of the adolescent.

REQUIRED TEXT & RESOURCES:

This Book is Anti-Racist, by Tiffany Jewell

Stamped Remix, by Ibram X Kendi and Jason Reynolds

Me and White Supremacy, by Layla Saad

How to be an Antiracist, by Ibram X Kendi

Socratic Circles, by Matt Copeland

Selected short stories for Seminar discussions and practice

Montessori Today, by Paula Polk Lillard

Grading Practices review of research, via the Marshall Memo

STANDARDS and COMPETENCIES (bolded standards are addressed in this course)

MACTE Standards:

The adult learner will understand:

1a. Montessori Philosophy (and methods)

1b. Human Growth and Development

1c. Subject matter, including cosmic and peace education, practical life, and the arts

1d. Community resources for learning

The adult learner will understand the following pedagogical elements:

2a. Correct use of Montessori materials

2b. Scope and sequence of curriculum (spiral curriculum)

2c. The prepared environment

2d. Parent/teacher/family/community partnership

2e. The purpose and methods of observation

2f. Planning for instruction

2g. Assessment and documentation

2h. Reflective practice

2i. Support and intervention for learning differences

2j. Culturally responsive methods

The adult learner will demonstrate and implement:

3a. Classroom leadership

3b. Authentic assessment

3c. The Montessori philosophy and methods

3d. Parent/teacher/family partnerships

3e. Professional responsibilities

3f. Innovation and flexibility

AMS Standards:

6.4.5.1 Montessori Philosophy (Core)

1. Planes of development

2. Montessori's ideas regarding educating adolescents, including the concept of "Erdkinder"

3. Montessori's life

4. Montessori's concepts and theories including peace and cosmic education.

5. Montessori in relation to current research and relevance today

6. Personal growth through self-evaluation

7. Observation

6.4.5.2 Classroom Leadership

- 1. Current trends and research in secondary education and adolescent development**
- 2. Montessori Secondary education models**
- 3. The role of the teacher in the Montessori Secondary classroom (e.g., as facilitator, guide, role model, etc.)**
- 4. Creating a physically, psychologically, and developmentally prepared learning environment**
- 5. Strategies that encourage students to be independent and interdependent**
- 6. Coaching, mastery, and experiential learning strategies**
- 7. Supporting positive work habits, such as Habits of Mind**
- 8. Student leadership and autonomy in the classroom**
- 9. Community building and group dynamics**
- 10. Collaboration among adults, including team-teaching and working with an assistant**
- 11. Classroom management consistent with Montessori philosophy**
- 12. Student and teacher record keeping**
- 13. Various forms of assessment such as observation, written, performance, self, and use of portfolios**
- 14. Professional Development**
- 15. AMS Suggested Materials List for Secondary Programs**
- 16. Awareness of educational regulation**
- 17. Preparation for the next step: high school or college and career readiness**

6.4.5.3 Curriculum Design and Implementation

- 1. Meaningful and thematic curriculum that integrates academic subjects and connects with the adolescent**
- 2. Global and cosmic perspective**
- 3. Elements of a Montessori Secondary program that lead to Valorization, including economic experiences, outdoor education and land-based experiences (Erdkinder), service learning opportunities, career exploration, field studies, and cultural exchange programs**
- 4. Structures curriculum and learning activities for large blocks of uninterrupted work time to foster ‘flow’ and deep concentration that leads to normalization**
- 5. Three period lesson design**
- 6. Activities in self-discovery, self-construction, social life, and community building**
- 7. Divergent and high-level thinking, especially through dialogue and discussions**
- 8. Providing choice through multi-intelligence and modalities**
- 9. Active and experiential learning**
- 10. Small and whole group learning experiences**
- 11. Elements that support student interdependence and independence in the classroom**
- 12. Practical life appropriate to adolescence**
- 13. Appropriate use of technology in the Secondary classroom**
- 14. Various forms of formative and summative assessment that lead to mastery**
- 15. Time allotted in daily schedule for student personal reflection/time to be silent and alone with self.**

6.4.5.4 Adolescent Psychology (*Foundational*)

- 1. Early and middle adolescent stages and application in program development**
- 2. Physical development, including brain development**
- 3. Cognitive development**
- 4. Psycho-social development**
- 5. Moral development**
- 6. Adolescents’ concerns and issues and support service**

6.4.5.5 Communication and Partnership with Families

- 1. Teacher as facilitator and model**
- 2. Positive and effective interactions with adolescents**
- 3. Appropriate channels of communication**

4. **Supporting families and students with cultural sensitivity**
5. **Community resources for additional support**

STUDENT LEARNING OUTCOMES:

The adult learner will create and share specific, classroom-ready products (including routines and practices) that bring their personal teaching practices into further alignment with best practices for Montessori secondary education. They will be able to articulate how and why each proposed product meets a current classroom need and is aligned with both Montessori Philosophy and the needs of the adolescent.

EVALUATION/ASSIGNMENTS:

Daily (high res) or Weekly (low res) assignments and self-evals 182 points (45%)

Includes:

- Successful completion of all required readings and assignments
- Positive participation in all in-person or online course discussions
- Personal reflections on growth and new learnings, with ideas for application
- Group work: final synthesis brainstorming
- Partner work: preparation for student seminar options

AMS standards assessed: 6.4.5.1, 6.4.5.2, 6.4.5.3, 6.4.5.4, 6.4.5.5

MACTE standards assessed: 1a., 1c, 1d, 2d, 2f, 2h, 2i, 2j, 3a., 3b, 3c, 3d, 3e., 3f.

Classroom-Ready Products and Presentation 218 points (55%)

Includes:

- Submission of 9 products in various categories with written rationale documents to describe connections between the product and adolescent needs, Montessori philosophy, and academic requirements.
- Categories include: Anti-Bias, Anti-Racist teaching practices, classroom routines, teacher and student organization and management principles, and assessment and evaluation

AMS standards assessed: 6.4.5.1, 6.4.5.2, 6.4.5.3, 6.4.5.4, 6.4.5.5

MACTE standards assessed: 1a, 1c, 1d, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 2i, 2j, 3a, 3b, 3c, 3d, 3e, 3f,

PEDAGOGY OF PLACE (EDME 516)

High-Residency Model: 50 hours in person

Low-Residency Model: 20 hours online and 36 hours in person

COURSE OVERVIEW:

This course builds on the experiences of the Erdkinder course to teach adult learners the hallmarks of building high-quality field studies which align with curricular aims and meet the needs of the adolescent, providing opportunities for valorization. Adult learners both participate in a pedagogy of place experience (a neighborhood field study) and they build the curricular elements to offer such an experience in their own school settings, from budgets and parent communication, to community building, to lesson planning.

REQUIRED TEXT & RESOURCES:

Last Child in the Woods, by Richard Louv

The Danger of a Single Story, by Chimamanda Adichie

Pedagogy of Place, by Pat Ludick

STANDARDS and COMPETENCIES (bolded standards are addressed in this course)

MACTE Standards:

The adult learner will understand:

1a. Montessori Philosophy (and methods)

1b. Human Growth and Development

1c. Subject matter, including cosmic and peace education, practical life, and the arts

1d. Community resources for learning

The adult learner will understand the following pedagogical elements:

2a. Correct use of Montessori materials

2b. Scope and sequence of curriculum (spiral curriculum)

2c. The prepared environment

2d. Parent/teacher/family/community partnership

2e. The purpose and methods of observation

2f. Planning for instruction

2g. Assessment and documentation

2h. Reflective practice

2i. Support and intervention for learning differences

2j. Culturally responsive methods

The adult learner will demonstrate and implement:

3a. Classroom leadership

3b. Authentic assessment

3c. The Montessori philosophy and methods

3d. Parent/teacher/family partnerships

3e. Professional responsibilities

3f. Innovation and flexibility

AMS Standards:

6.4.5.1 Montessori Philosophy (Core)

1. Planes of development

2. Montessori's ideas regarding educating adolescents, including the concept of "Erdkinder"

3. Montessori's life

4. Montessori's concepts and theories including peace and cosmic education.

5. Montessori in relation to current research and relevance today

6. Personal growth through self-evaluation

7. Observation

6.4.5.2 Classroom Leadership

1. Current trends and research in secondary education and adolescent development

2. Montessori Secondary education models

3. The role of the teacher in the Montessori Secondary classroom (e.g., as facilitator, guide, role model, etc.)

4. Creating a physically, psychologically, and developmentally prepared learning environment

5. **Strategies that encourage students to be independent and interdependent**
6. **Coaching, mastery, and experiential learning strategies**
7. **Supporting positive work habits, such as Habits of Mind**
8. **Student leadership and autonomy in the classroom**
9. **Community building and group dynamics**
10. **Collaboration among adults, including team-teaching and working with an assistant**
11. Classroom management consistent with Montessori philosophy
12. Student and teacher record keeping
13. Various forms of assessment such as observation, written, performance, self, and use of portfolios
14. Professional Development
15. AMS Suggested Materials List for Secondary Programs
16. Awareness of educational regulation
17. Preparation for the next step: high school or college and career readiness

6.4.5.3 Curriculum Design and Implementation

1. **Meaningful and thematic curriculum that integrates academic subjects and connects with the adolescent**
2. **Global and cosmic perspective**
3. **Elements of a Montessori Secondary program that lead to Valorization, including economic experiences, outdoor education and land-based experiences (Erdkinder), service learning opportunities, career exploration, field studies, and cultural exchange programs**
4. Structures curriculum and learning activities for large blocks of uninterrupted work time to foster 'flow' and deep concentration that leads to normalization
5. Three period lesson design
6. **Activities in self-discovery, self-construction, social life, and community building**
7. **Divergent and high-level thinking, especially through dialogue and discussions**
8. **Providing choice through multi-intelligence and modalities**
9. **Active and experiential learning**
10. **Small and whole group learning experiences**
11. **Elements that support student interdependence and independence in the classroom**
12. **Practical life appropriate to adolescence**
13. Appropriate use of technology in the Secondary classroom
14. Various forms of formative and summative assessment that lead to mastery
15. Time allotted in daily schedule for student personal reflection/time to be silent and alone with self.

6.4.5.4 Adolescent Psychology (*Foundational*)

1. **Early and middle adolescent stages and application in program development**
2. **Physical development, including brain development**
3. **Cognitive development**
4. **Psycho-social development**
5. **Moral development**
6. **Adolescents' concerns and issues and support service**

6.4.5.5 Communication and Partnership with Families

1. **Teacher as facilitator and model**
2. **Positive and effective interactions with adolescents**
3. **Appropriate channels of communication**
4. **Supporting families and students with cultural sensitivity**
5. **Community resources for additional support**

STUDENT LEARNING OUTCOMES:

Adult learners will build a field study for their own schools/classrooms that is ready to be implemented, and which meets both curricular standards and the developmental needs of the adolescent, in keeping with Montessori

philosophy for the third plane. Adult learners will be able to articulate for each pedagogical choice the connections between curricular standards, adolescent developmental needs, and Montessori philosophy and methods as they apply to the third plane of development.

EVALUATION/ASSIGNMENTS:

Daily (in person) or Weekly (online) Self and Instructor Evaluation 7%

Includes:

- Personal reflections on growth and new learnings, with ideas for application

AMS standards assessed: 6.4.5.1, 6.4.5.2, 6.4.5.3, 6.4.5.5

MACTE standards assessed: 1a., 3c, 1c, 2e., 2h., 2j., 3a., 3e., 3f.

Seminar Preparation and Discussion Participation 8%

Includes:

- Successful completion of all required readings, reviewed by instructor
- Positive participation in all in-person or online course discussions

AMS standards assessed: 6.4.5.1, 6.4.5.2, 6.4.5.3, 6.4.5.5

MACTE standards assessed: 1a., 3c, 1c, 2e., 2h., 2j., 3a., 3e., 3f.

Project: Field Study Creation 64%

Includes submission of the following field study elements:

- Cover sheet, containing academic objectives/standards, matched to theme and adolescent needs/characteristics
- Travel and logistics plans
- Budget
- Planning calendar
- Daily Itinerary
- Daily student assignments
- Student work checklist
- Parent communications
- Lesson Plans for opening and closing experiences
- Seminar pieces, including clustered questions and connections to themes of the field study
- Group Initiative(s)
- Student Leadership Rubric
- Student Self-Assessment Tool
- Service opportunity
- List of remaining logistical work necessary to fully implement the field study

AMS standards assessed: 6.4.5.1, 6.4.5.2, 6.4.5.3, 6.4.5.4, 6.4.5.5

MACTE standards assessed: 1a, 1c, 1d, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 2i, 2j, 3b, 3c, 3d, 3e, 3f

Rationale Paper* 21%

Includes:

- A student explanation and reflective self-evaluation of the field study project
- Articulation of how specific elements of the cycle of study connect to Montessori philosophy and the needs of the adolescent, referencing concepts from prior CMStep courses.

*This rationale paper also builds to the final synthesis paper of the training program, which functions as the MEd comprehensive exam for students pursuing graduate credit with Xavier University. This final synthesis is submitted and assessed at the end of all training.

AMS standards assessed: 6.4.5.1, 6.4.5.2, 6.4.5.3, 6.4.5.4, 6.4.5.5

MACTE standards assessed: 1a, 1c, 1d, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 2i, 2j, 3b, 3c, 3d, 3e, 3f

PRACTICUM COURSEWORK (NO XU CREDIT)

High-Residency Model: 59 hours in person and 59 hours online

Low-Residency Model: 80 hours online and 50 hours in person

COURSE OVERVIEW:

This year long series of courses encompasses all elements of adult learner's secondary Montessori practicum experience. As a part of their work during Fall Intensive, adult learners will gain an introduction to and experience in Service learning and its connections to cosmic education and adolescent valorization. They will also gain an introduction to the awareness wheel as a tool for conflict resolution and peace education. Adult learners will experience activities that deepen their sense of community and build relationships with their peers, while reflecting on how they will provide similar. Developmentally appropriate experiences for their community of adolescents. Beginning in a Mindfulness Fundamentals Course, and continuing throughout the practicum, adult learners will learn and practice elements of Mindfulness. During Winter Intensive (Minimester 6-7, Low-Residency) participants will have the opportunity to explore what makes secondary Montessori curriculum high quality by sharing their second Cycle of Study, receiving and providing peer feedback, as well explore additional Cycles of Study from previous CMStep community members. Adult learners who complete a Year Long Project will gain guidance and support in designing and implementing a classroom project. This reflective, experiential, supportive practicum process will assist emerging secondary Montessori guides in deepening their understanding of Montessori philosophy, Cosmic Education, and the developmental needs of adolescents.

REQUIRED TEXT & RESOURCES:

- Listening as an Act of Love
- In the Service of Life,*
- Lost Angels: Skid Row is my Home
- Spitwad Sutras*, Robert Inchausti
- To Kill A Mockingbird
- Masters of Love*, Emily Esfahani Smith
- BBC Video: Maria Montessori
- Nurturing the Spirit*, Aline D Wolf
- A New Earth*, Eckhart Tolle

STANDARDS and COMPETENCIES

MACTE Standards:

The adult learner will understand:

- 1a. Montessori Philosophy (and methods)
- 1b. Human Growth and Development
- 1c. Subject matter, including cosmic and peace education, practical life, and the arts
- 1d. Community resources for learning

The adult learner will understand the following pedagogical elements:

- 2a. Correct use of Montessori materials
- 2b. Scope and sequence of curriculum (spiral curriculum)
- 2c. The prepared environment
- 2d. Parent/teacher/family/community partnership
- 2e. The purpose and methods of observation
- 2f. Planning for instruction

- 2g. Assessment and documentation
- 2h. Reflective practice
- 2i. Support and intervention for learning differences
- 2j. Culturally responsive methods

The adult learner will demonstrate and implement:

- 3a. Classroom leadership
- 3b. Authentic assessment
- 3c. The Montessori philosophy and methods
- 3d. Parent/teacher/family partnerships
- 3e. Professional responsibilities
- 3f. Innovation and flexibility

AMS Standards:

6.4.5.1 Montessori Philosophy (*Core*)

1. Planes of development
2. Montessori's ideas regarding educating adolescents, including the concept of "Erdkinder"
3. Montessori's life
4. Montessori's concepts and theories including peace and cosmic education.
5. Montessori in relation to current research and relevance today
6. Personal growth through self-evaluation
7. Observation

6.4.5.2 Classroom Leadership

1. Current trends and research in secondary education and adolescent development
2. Montessori Secondary education models
3. The role of the teacher in the Montessori Secondary classroom (e.g., as facilitator, guide, role model, etc.)
4. Creating a physically, psychologically, and developmentally prepared learning environment
5. Strategies that encourage students to be independent and interdependent
6. Coaching, mastery, and experiential learning strategies
7. Supporting positive work habits, such as Habits of Mind
8. Student leadership and autonomy in the classroom
9. Community building and group dynamics
10. Collaboration among adults, including team-teaching and working with an assistant
11. Classroom management consistent with Montessori philosophy
12. Student and teacher record keeping
13. Various forms of assessment such as observation, written, performance, self, and use of portfolios
14. Professional Development
15. AMS Suggested Materials List for Secondary Programs
16. Awareness of educational regulation
17. Preparation for the next step: high school or college and career readiness

6.4.5.3 Curriculum Design and Implementation

1. Meaningful and thematic curriculum that integrates academic subjects and connects with the adolescent
2. Global and cosmic perspective
3. Elements of a Montessori Secondary program that lead to Valorization, including economic experiences, outdoor education and land-based experiences (Erdkinder), service learning opportunities, career exploration, field studies, and cultural exchange programs
4. Structures curriculum and learning activities for large blocks of uninterrupted work time to foster 'flow' and deep concentration that leads to normalization
5. Three period lesson design
6. Activities in self-discovery, self-construction, social life, and community building
7. Divergent and high-level thinking, especially through dialogue and discussions
8. Providing choice through multi-intelligence and modalities
9. Active and experiential learning
10. Small and whole group learning experiences
11. Elements that support student interdependence and independence in the classroom
12. Practical life appropriate to adolescence
13. Appropriate use of technology in the Secondary classroom
14. Various forms of formative and summative assessment that lead to mastery
15. Time allotted in daily schedule for student personal reflection/time to be silent and alone with self.

6.4.5.4 Adolescent Psychology (*Foundational*)

1. Early and middle adolescent stages and application in program development
2. Physical development, including brain development
3. Cognitive development
4. Psycho-social development
5. Moral development
6. Adolescents' concerns and issues and support service

6.4.5.5 Communication and Partnership with Families

1. Teacher as facilitator and model
2. Positive and effective interactions with adolescents
3. Appropriate channels of communication
4. Supporting families and students with cultural sensitivity
5. Community resources for additional support

STUDENT LEARNING OUTCOMES:

Throughout the course of their practicum experience, teacher will demonstrate their ability to:

- Articulate the importance of service learning and its relationship to adolescent valorization and cosmic education
- Reflect on the importance of community in secondary environments and create lessons and activities that will build a strong, positive community in their own environment
- Describe their experience with Mindfulness and maintain a consistent daily practice
- Provide appropriate and meaningful feedback to peers regarding their cycles of study
- Reflect on their own personal growth as Montessori curriculum creators by reviewing and evaluating resources from the CMStep website
- Design and implement a Montessori-based classroom project
- Use observation, self-reflection, professional discourse, and/or quantitative/qualitative data to assess the philosophical integrity of his/her Montessori pedagogy
- Evaluate the effectiveness of his/her instructional practices

EVALUATION/ASSIGNMENTS:

Personal reflections on growth and new learning, with ideas for application.

MACTE Standards: 1a, 2h, 3f

AMS Standards: 6.4.5.1, 6.4.5.2

Participation in and reflection on a service learning opportunity.

MACTE Standards: 1b, 1c, 2c, 2j

AMS Standards: 6.4.5.1, 6.4.5.3, 6.4.5.4

Reflections on observations in a variety of Montessori classroom.

MACTE Standards: 1a, 2a, 2c, 2e, 2h

AMS Standards: 6.4.5.1, 6.4.5.2

Thoughtful reflections on Mindfulness practices and resources shared.

MACTE Standards: 1b, 1d, 2h

AMS Standards: 6.4.5., 6.4.5.2

Curriculum sharing and peer review

MACTE Standards: 2b, 2d, 2f, 2g, 2i, 3a, 3b, 3c, 3d, 3e, 3f

AMS Standards: 6.4.5.1, 6.4.5.2, 6.4.5.3, 6.4.5.4, 6.5.4.5

Website Search Project

MACTE Standards: 1d, 2h

AMS Standards: 6.4.5.1

Positive participation group discussions that are based on videos and readings.

MACTE Standards: 1a, 1b, 1c, 1d

AMS Standards: 6.4.5.1

Completed exercise and solo time within a work cycle.

MACTE Standards: 1a, 1c, 2h

AMS Standards: 6.4.5.1, 6.4.5.2

A completed Year Long Project, continual reflections throughout the process, and a presentation of work.

MACTE Standards: 1a, 1b, 1c, 2a, 2b, 2f, 2g, 2i, 3a, 3c, 3f

AMS Standards: 6.4.5.1, 6.4.5.2, 6.4.5.3, 6.4.5.4, 6.5.4.5

Final Synthesis Paper (Final Examination)

AMS standards assessed: 6.4.5.1, 6.4.5.2, 6.4.5.3, 6.4.5.4, 6.4.5.5

MACTE standards assessed: 1a, 1c, 1d, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 2i, 2j, 3b, 3c, 3d, 3e, 3f