

Part I: APPLICATION COVER PAGE

SCHOOL BOARD

Name of School Board: Arlington County Public Schools

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Signature of School Board Chair:

ORGANIZATION SPONSORED BY A SCHOOL BOARD

Name of Organization: Arlington County Public Schools

Program Contact: Dr. Francisco Duran

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Signature of School Board Chair and Organization Official:

Part II: PROGRAM OVERVIEW AND JUSTIFICATION

Describe the program, including the targeted endorsement programs. Include the delivery model and sustainability of the program, as well as resources provided to participants:

Arlington Public Schools (APS) has hosted a successful [public Montessori program](#) for 50 years. The program provides Montessori instruction for students ages 3 through eighth grade. In 2019, APS opened the first stand-alone public Montessori school in the Commonwealth, and it houses the county's Montessori elementary program. Primary Montessori classes are held at seven APS elementary schools, and the middle school Montessori program is housed at Gunston Middle School. The Montessori program is one of the most popular instructional choices within APS and boasts a robust number of student applicants to the program each year.

In hopes of better supporting the sustainability and expansion of this successful program, and in order to more responsibly steward the resources of our district, school, and teachers, Arlington Public Schools is seeking an alternate route to professional licensure for Montessori teachers in early/primary education, elementary education, and middle school education. The APS Montessori Alternate Pathway to Licensure Program is requesting the following requirements:

All candidates for the APS Montessori Alternate Pathway to Licensure Program will:

- Hold a bachelor's degree from an accredited college or university.
- Hold a credential (for the level at which they are being hired to teach) that has been issued by the American Montessori Society (AMS), Association Montessori Internationale (AMI), or an institution accredited by the Montessori Accreditation Council for Teacher Education (MACTE) which is recognized as an accreditor by the US Department of Education.
- Have successfully passed all examinations required by the state of Virginia for their specific endorsement (ie: VCLA, Praxis, etc.)

If needed, candidates for the APS Montessori Alternate Pathway to Licensure Program will be provided tutoring support to successfully pass their identified Praxis assessments.

Justify the need for the alternate route program:

As with all programs, Montessori classrooms require properly trained teachers. Conventional teacher education programs do not offer instruction in Montessori methodology, curriculum, and classroom management, all of which are critical to prepare teachers to lead Montessori classrooms effectively. Just as someone certified to teach English would likely not be an effective geometry teacher, requiring APS to hire state-certified teachers who often are not Montessori credentialed limits the ability of schools to provide quality Montessori programs, which ultimately negatively impacts student learning.

In addition, current policies require schools and teachers to expend considerable resources on redundant training, thus creating an additional barrier to diversifying the workforce by eliminating candidates who do not have the resources to undergo dual credentialing. The Virginia Department of Education's current certification requirements are an obstacle in APS's ability to recruit well-trained Montessori teachers. These teachers often make the quite rational choice to seek employment in the District of Columbia or at private Montessori schools where their Montessori credential is recognized as thorough and appropriate preparation for their role.

In addition to positively impacting Montessori schools, teachers, leaders, and students, we anticipate that the benefits of the proposed pathway will extend to *all* APS schools by mitigating the district-wide teacher shortage. The pathway, as described, will render eligible for hire by APS a pool of candidates not previously available to the district, and not seeking employment in non-Montessori schools. As a result, every teacher hired via this pathway will free up a traditionally-licensed candidate for hire by another APS school.

Describe the capacity to deliver the program, including faculty/instructor's qualifications and the background and expertise of the program provider:

American Montessori Society - The American Montessori Society is the world's leading member organization advancing research and advocating for Montessori teacher education and progressive education policy. Since 1960, AMS has served as a school accreditation and teacher certification agency, awarding Montessori teaching credentials to adult learners recommended by its AMS-affiliated courses. AMS affiliates teacher education programs in the United States and throughout the world.

AMS has an extensive network of affiliated teacher education programs and a team of staff and community leaders that support the growth, supervision and quality of those programs. AMS approves its Teacher Education Programs (TEPs) utilizing a rigorous set of standards and requirements. See AMS TEP Handbook pages 48-56. AMS teacher education directors, faculty and practicum supervisors must, at a minimum, hold a bachelor's degree and a Montessori credential for the level they are teaching, as well as have a certain number of years of classroom teaching experience, which vary based on the position held within the teacher education program. See AMS TEP Handbook pages 58-62.

AMS offers the AMS [Teacher Instructor Academy](#) as a support for quality in teacher education programs. The Academy is a course of study for current and future teacher education program instructors. Rigorous, advanced, and staffed by leaders in the field, the Academy provides the training Teacher Education Program instructors need to prepare Montessori teacher educators who can successfully take on their work.

In addition to the requirements for staff, all AMS affiliated teacher education programs must complete a periodic extensive self-study and review by AMS of their compliance with AMS

TEP Standards, which includes an onsite visit by an affiliation team comprised of AMS Teacher Education Department representatives and community teacher education experts. See AMS TEP Handbook pages 38-47.

Association Montessori Internationale - The Association Montessori Internationale is a global organization empowering Montessori teachers and communities through the holistic approach of Montessori. AMI was founded by Dr. Montessori herself in 1929 and encompasses a worldwide global network of teachers, accredited schools, and teacher education programs. AMI teacher preparation is respected worldwide for its authenticity, high standards, and quality.

The hands-on Montessori training provides the framework and tools for successfully teaching what works for each child, regardless of their socioeconomic status and stage of development. The principles of Montessori education are used to foster hands-on, self-paced, collaborative, and joyful classrooms at any school, anywhere in the world.

AMI employs an extensive program for the preparation of teacher educators, and requires both a minimum of a bachelor's degree and AMI Montessori credential for the level taught as well as years of teaching experience for faculty to be considered for admission to the teacher educator preparation programs. The [AMI preparation program for teacher educators](#) is intensive and is overseen by the AMI Training Group which is responsible for program content and academic guidance, as well as the selection and continuous assessment of AMI Trainers during their training. Program procedures, quality and faculty are periodically monitored by AMI.

Montessori Accreditation Council for Teacher Education - In 1995 the Montessori Accreditation Council for Teacher Education (MACTE) was recognized by the United States Department of Education (USDE) as the accrediting agency for Montessori teacher education. Since that time, MACTE has served as the accrediting agency for Montessori teacher education programs.

The USDE defines two basic types of educational accreditation: institutional and specialized/programmatic. MACTE is recognized as both an institutional and specialized/programmatic accrediting agency because it accredits both free-standing institutions and also programs within institutions. MACTE's approach to accreditation helps programs improve and be accountable for their quality. MACTE's accreditation process starts with the evidence (quantitative and/or qualitative) the faculty truly relies on to verify that the graduates are competent beginning Montessori professionals. MACTE assesses the quality of Montessori teacher education programs based on three main quality principles: Evidence of Candidate Learning: Understanding and Teaching, Faculty Learning and Inquiry, and Program Capacity. MACTE requires that all faculty at the Teacher Education program have at minimum a bachelor's degree, a Montessori credential at the level that they will be instructing and at least three years of experience in a Montessori classroom at the level that they hold their credential. In addition, educators are required to attend relevant on-going professional development and have experience in teaching adults.

Freestanding MACTE accredited programs are eligible to apply to the U.S. Department of Education to offer Title IV funding (federal grants and loans) to their students. Self-improvement is stimulated through involvement of academic administrators, faculty, and practitioners in program evaluation and planning, in development of learning outcomes measures and graduate competencies, and in orientation and training sessions offered by MACTE. Accreditation ensures that standards represent a consensus of values, and that standards and procedures are fairly and consistently applied. Programs are also assured equitable representation in national accreditation activities through participation by faculty and staff as board members, on-site verifiers, and participants in MACTE conferences and symposia.

Provide documentation of the program's accreditation, if applicable. Programs that are accredited by the Council for the Accreditation of Educator Preparation will be granted special consideration, however, the content area of the program must be reviewed by the Virginia Department of Education to ensure alignment with Virginia standards and competencies:

Montessori teacher education programs can affiliate with a national or international organization which sets standards for teacher preparation and/or can be accredited by the Montessori Accreditation Council for Teacher Education (MACTE) which is recognized by the US Department of Education to accredit both freestanding and university based Montessori teacher education programs.

Currently, all freestanding AMS teacher education programs are MACTE accredited, as are the majority of US AMI teacher education programs. In order for a training center to affiliate with either AMS or AMI, the training center needs to meet certain standards with regards to instructor qualifications and course content, so those AMS and AMI teacher education programs that are not MACTE accredited are still comparable in content to those that are.

Include the targeted audience for the program. Describe how candidates/teachers will be recruited and selected for the participating school division:

All candidates will be admitted to the APS Montessori Alternate Pathway to Licensure Program if they meet the program guidelines outlined in this section above and are recommended by Human Resources personnel or any principal with Montessori classrooms.

APS recruits Montessori teachers through targeted efforts, including AMS websites, job portals, annual conventions, and various Montessori job boards. APS also recruits Montessori teachers through its broader teacher recruitment efforts, such as job fairs, virtual hiring events with universities and community partners, diversity education hiring events, email blasts to resume banks and databases, social media ads, online newspaper ads, online job boards, flyers, and veteran and military spouse recruitment. Additionally, the proposed Montessori

Alternate Pathway to Licensure Program will make a switch to teaching in APS an appealing option for many trained, experienced, and highly qualified Montessori educators. As the provisional requirements are written at this time, such a switch is neither financially or logistically feasible for most.

Describe the program evaluation process for the program at the school division and board level. Stakeholders must be included in the program review process:

The [APS Department of Planning and Evaluation](#) evaluates all programs and services within the Department of Teaching and Learning. It assesses program implementation and outcomes with the goal of facilitating effective decision-making and continuous improvement. The multi-year, in-depth evaluation process includes quantitative and qualitative data collection, as well as opportunities for stakeholder input. Major findings are presented to the APS School Board with an action plan for program improvement.

The Montessori classrooms are included in all county-wide evaluations. The evaluation of the APS Early Childhood program, including primary Montessori, was completed and presented to the APS School Board in January 2016. The full Early Childhood evaluation report can be found [here](#).

Part III: CONTENT AND PROFESSIONAL STUDIES

Describe the requirements, including content and expected outcomes, of the program:

All candidates for the APS Montessori Alternate Pathway to Licensure Program will:

- Hold a bachelor's degree from an accredited college or university.
- Hold a credential (for the level at which they are being hired to teach) that has been issued by the American Montessori Society (AMS), Association Montessori Internationale (AMI), or a MACTE-accredited institution.
- Have successfully passed all examinations required by the state for their specific endorsement (ie: VCLA, PRAXIS, etc.)

The outcome of the APS Montessori Alternate Pathway to Licensure Program will be a greatly expanded pool of teaching candidates who are uniquely and appropriately qualified to teach in Montessori classrooms and are state certified to fulfill that role. Their Montessori teaching credentials will be recognized through the state certification process, and qualify teachers exclusively for work in Montessori classrooms. An additional expected outcome of this pathway is a positive impact on the current APS teacher shortage.

Describe how the program is aligned with and addresses Board of Education requirements, including the Virginia Board of Education competencies outlined in the "[Regulations Governing the Review and Approval of Education Programs in Virginia](#)":

The APS Montessori Alternate Pathway to Licensure Program is thoroughly aligned with the Virginia Department of Education's current requirements for candidates seeking a license through existing means:

- First, each candidate will hold a Bachelor's degree from an accredited college or university.
- Secondly, each candidate will hold a Montessori teaching credential issued by AMS, AMI, or a MACTE-accredited teacher preparation program. As detailed in the provided matrix, these rigorous, graduate-level teacher education programs thoroughly prepare teachers with the content knowledge and professional studies competencies outlined by VDOE regulations. More to the point, however, this coursework equips candidates with the very specific knowledge and skills necessary for success teaching in a Montessori classroom. Many approaches in a Montessori environment, for example those related to instructional strategies or classroom management, are context-dependent and can differ markedly from those in traditional environments. As a result, the proposed Montessori Alternate Licensure pathway properly prepares Montessori candidates for their particular role while avoiding redundant or contradictory coursework. **Candidate coursework will also include Methods as outlined in the accompanying narrative and matrix.**

Commented [WSE1]: See attachment

- Lastly, APS Montessori Alternate Pathway to Licensure Program candidates will successfully pass all content knowledge and professional skill assessments required by the state of Virginia for their specific endorsement.

Preparation of teachers to ensure students (1) attain the knowledge, skills, experiences, and attributes to be successful in college and/or the workforce and to be “life ready” (Profile of a Virginia Graduate) and (2) develop the following competencies known as the “Five C’s”

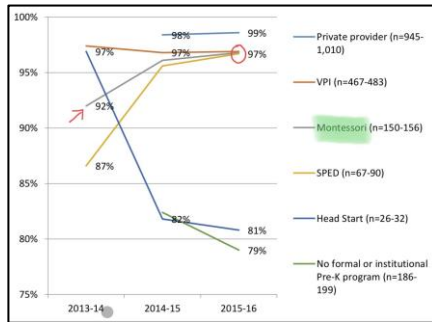
- ***Critical thinking***
- ***Creative thinking;***
- ***Communication;***
- ***Collaboration; and***
- ***Citizenship***

The Profile of a Virginia Graduate was developed to describe the knowledge, skills, competencies, and experiences students should attain during their K-12 education to make them “life-ready” prepared for college and/or work and to be successful in life. Like all APS educators, candidates for the APS Montessori Alternate Pathway to Licensure Program will be responsible for preparing students to be life ready when they graduate and for developing students’ critical thinking, creative thinking, communication, collaboration, and citizenship. See Profile of a Virginia Graduate: Briefing Report [here](#) and APS Strategic Plan 2018-2024 [here](#).

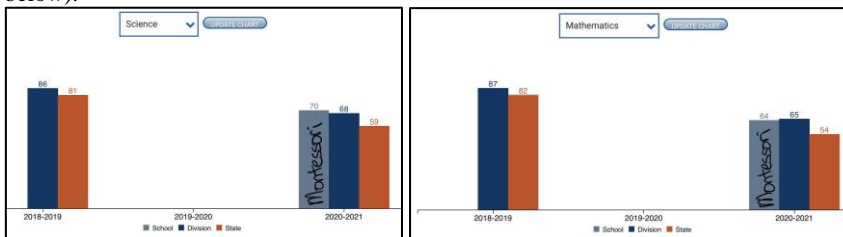
The Montessori curriculum is broad and rigorous. It meets, and in many instances, exceeds, the learning requirements articulated by Virginia’s Early Learning and Development Standards and Standards of Learning (see SOL/Montessori standards alignment). Therefore, candidates for the proposed alternative pathway to licensure will be thoroughly prepared to successfully address state standards in their classrooms and to prepare students for success on the state assessments. Several available data sets and research reports support that claim. For instance, according to the [APS Early Childhood Evaluation Report](#), published in 2016, children enrolled in APS Montessori primary programs are *at least* as likely to be Kindergarten ready as their VPI and Head Start peers. For instance, at all three test points of the evaluation, they were shown to have significantly higher scores on Kindergarten entry math assessments (see table below).

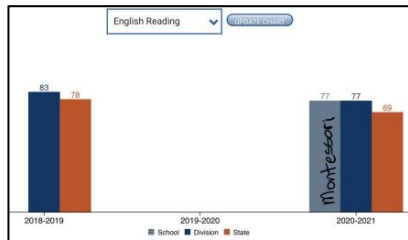
Pre-K Experience	2012-13		2013-14		2014-15		2015-16	
	N	Avg. Score	N	Avg. Score	N	Avg. Score	N	Avg. Score
VPI	483	38%	469	44%	462	44%	471	41%
Montessori	139	48%	152	61%	146	55%	155	59%
SPED	63	37%	68	35%	58	39%	84	49%
No formal or institutional Pre-K program	192	32%	*	*	197	38%	187	37%
Private provider	986	52%	*	*	1,007	57%	939	58%
Head Start	37	28%	30	34%	33	36%	26	35%

When it comes to reading, Montessori students were, by test point #3, exactly as likely to meet or exceed readiness standards on their Kindergarten fall PALS benchmark assessment (see graph below).

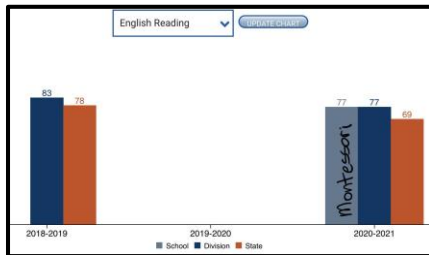


Further, while data is limited due to the opening of Montessori Public School of Arlington coinciding with COVID, school [quality data for the 2020/21](#) school year indicate that MPSA students' SOL performance was in keeping with district-wide scores in math, reading, and science (no writing data available) and, in all three areas, well above state-wide averages (see below):





Recent research suggests that these trends hold on a national scale as well, with Montessori students across 10 states and 119 districts performing at least as well as, and most often better than, their district-wide counterparts on state tests (Snyder, Tong, & Lillard, 2021). Importantly, the most significant positive impacts of a Montessori education were observed in underserved and under-resourced populations. In addition to successful preparation to address academic learning standards, all candidates



will be prepared to foster the development in their students of the “Five C’s” of Virginia graduates and ensure their success in college or the workforce by developing strategies that will:

- Embed global competencies, critical thinking, creative thinking, collaboration, communication, and citizenship into curriculum and instruction.
- Adapt curriculum and instruction to the needs of each student.
- Increase meaningful inclusive learning environments for students.
- Provide learning opportunities in a variety of settings, times, and formats that include opportunities for students to align knowledge, skills, and personal interests with career and higher educational opportunities including internships and externships.
- Increase high-quality options for PreK-12 instructional models within and beyond neighborhood schools.
- Ensure equity of access and opportunity across all school programs.
- Address unconscious racial bias throughout Arlington Public Schools.

- Deliver curriculum through innovative and relevant instruction that is adaptable to the diverse needs of each student.
- Integrate culturally relevant concepts and practices into all levels of school interactions.
- Establish and promote a culture of physical and mental wellness.
- Implement an evidence-based curriculum that focuses on student's physical, social, emotional, and mental health needs and provides interventions when needed through Arlington Public Schools and/or community partnerships.

Each Arlington Public School is also responsible for developing an annual Progressive Plan which addresses the following APS School Board Strategic Plan goals:

- Student Success: Multiple Pathways to Student Success
- Student Well-Being: Healthy, Safe, and Supported Students
- Engaged Workforce
- Operational Excellence
- Partnerships: Strong, Mutually Supportive Partnerships

See the Progressive Plan for the Arlington Montessori Public School.

Part IV: SUPERVISED FIELD/CLINICAL EXPERIENCES

Describe the requirements, including content and expected outcomes, of the program:

Students must complete a supervised practicum with an experienced Montessori teacher. The practicum involves classroom observation, preparing and giving lessons, conferring with the teacher, observations of and feedback to the adult student by the supervising teacher and by the teacher education program

Outcomes include experience in presenting lessons to children, classroom observation skills in practice, recording and lesson planning experience, assessment information, both Montessori and specific to the student teaching site, classroom management, experience with and instruction on working with children with learning differences, and a general day to day understanding of the role of the Montessori classroom teacher.

Students gain both the experience and confidence they need to begin teaching in a Montessori classroom.

	MACTE Practicum Hours	AMS Practicum Hours	AMI Practicum Hours
Early Childhood	400 clock hours with at least 120 hours of student teaching.	The Early Childhood practicum lasts a full academic year of 540 hours	Trainees will complete a total of 90 hours of directed observation in established classrooms and document a total of 120 hours of practice teaching
Elementary	The practicum consists of 400 clock hours with at least 120 hours student teaching. A minimum of 200 additional clock hours is required which must include additional student teaching hours,	The Elementary practicum is defined as lasting a full academic year, with the adult learner working at the practicum site school in a Montessori Elementary environment at the age level of the course for a minimum of six	Elementary practicum for AMI EL requires 120 hours of supervised practice, 90 hours of observation, and 120 hours of supervised practice in an AMI recognized classroom with an AMI certified teacher.

		hours a day, five days a week, for nine consecutive months. For a minimum of 1080 hours.	
Adolescent/Secondary	The Adolescent / Secondary practicum is comprised of 400 clock hours with a minimum of 120 hours student teaching. A minimum of 425 additional clock hours is required, which must include additional student teaching hours, or additional academic contact hours	PRACTICUM MODELS AND TIME PERIODS – SECONDARY I & SECONDARY I-II Courses Length of Practicum – Min. 1080 hours The Secondary practicum is defined as lasting for a full academic year, with the adult learner working with Secondary age students at the practicum site for a minimum of six hours a day, five days a week, for nine consecutive months.	

Field experiences must be included in the program, and candidates must be supported. For an initial license, individuals must complete 10 weeks of supervised classroom experience in the endorsement area sought under the supervision of a teacher with demonstrated effectiveness in the classroom. [Consideration may be given to a deliberately structured supervised classroom teaching experience equivalent to 10 weeks.] One year of successful, full-time teaching experience in the employing public school or a teacher residency may be accepted. Describe the period of the field/clinical experiences and how candidates will be supervised:

All three organizations providing oversight of Montessori teacher training programs (AMS, AMI, and MACTE) mandate supervised field experiences that meet or exceed the 10 weeks required by the VDOE. APS is seeking recognition of the following practicum experiences as satisfying the licensing requirement of 10 weeks of supervised classroom experience:

- The American Montessori Society (AMS) practicum, which includes 1,080 hours of in-class, student teaching experience fulfilled by attending a class six hours a day, five days a week, over nine consecutive months in the same Montessori classroom. The practicum also includes a minimum of three field consultant visits and seminar contact hours.
- The Association Montessori Internationale (AMI) practicum, which includes a minimum of 210 hours of observation and teaching practicum in Montessori settings, which includes a visit and feedback from the trainer, plus a minimum of 190 hours of directed or supervised practice giving lessons with Montessori materials.
- MACTE accredited program practica, which include a minimum of 400 hours of student teaching in a Montessori classroom which includes a visit and feedback from the trainer.

Provide plans to assist any identified weaknesses:

Any APS Montessori Alternate Pathway to Licensure Program candidate in need of support will be provided with further professional development opportunities in Montessori strategies and assigned a coach. **In addition, APS Montessori credentialed teachers have access to and do extensively participate in district wide professional development opportunities.** If necessary, the teacher will be placed on a Performance Improvement Plan as outlined in the [APS Teacher Evaluation Handbook](#).

Commented [WSE2]: Added regarding professional development

Describe the support provided to the teachers (mentors, coaches, induction programs, etc.):

All APS Montessori Alternate Pathway to Licensure Program teachers will be assigned a yearlong mentor from their grade-level team. Each grade-level will meet weekly in a Collaborative Learning Team with both the reading and math coaches to review student data and plan engaging lessons. The principal and assistant principal of the Montessori Public School of Arlington are AMS-trained Montessori educators. Both these administrators, as well as principals and assistant principals in other APS schools with Montessori classrooms, will provide direct feedback and support throughout the year during both formal and informal classroom observations.

Part V: ASSESSMENT AND PROGRAM EFFECTIVENESS

Describe the program's admission and exit criteria:

All candidates who meet the APS Montessori Alternate Pathway to Licensure Program guidelines (as outlined in Part II above) and are recommended by Human Resources personnel or any principal with Montessori classrooms will be admitted. The exit criteria will be successful completion of the APS Montessori Alternate Pathway to Licensure Program within the three-year provisional license time frame and demonstration of successful teaching as outlined in the [APS Teacher Evaluation Handbook](#).

Describe how candidates will be assessed to ensure they have mastered the content, pedagogical knowledge, skills, and dispositions to effectively teach:

All APS Montessori Alternate Pathway to Licensure Program candidates for provisional and professional licenses will be assessed as outlined in the [APS Teacher Evaluation Handbook](#). As part of the evaluation system all teachers will:

- Set student or learner/program progress SMART (specific, measurable, appropriate, realistic, and time limited) goals at the beginning of each school year. The results of the SMART goals are submitted and reflected on annually. This addresses the VDOE requirement for student academic progress to be included as 40% of a teacher's evaluation.
- Reflect on the commentary provided by the evaluator through the documented announced and unannounced observations.
- Probationary teachers are required to have three documented observations a year.
- Continuing contract teachers will have an observation in year 3 of the three-year cycle as part of the evaluation process.
- Part-time teachers will have one observation each year.
- Keep a documentation log in which they will submit one piece of evidence per standard per evaluation cycle, including lesson plans as required.
- Summarize professional activities.
- Participate in a mid-year review.
- Receive a summative evaluation at the end of the cycle.
- Probationary and part-time teachers' cycle is one year.
- Continuing contract teachers' cycle is three years.

Continuing contract teachers will receive an interim evaluation in years 1 and 2 of the 3-year evaluation cycle.

Commented [WSE3]: Confirmation that student outcomes are integrated into teacher evaluation

Commented [WSE4]: Confirmation that during the three year probationary period teachers are evaluated annually.

Describe program evaluation:

The APS Alternate Pathway to Licensure Program will be deemed successful when:

- 90% of APS Montessori Alternate Pathway to Licensure Program candidates receive a “effective,” or “highly effective” rating on their end-of-year summative evaluation during their provisional licensure period.
- Positive feedback of 80% or higher on responses to survey administered annually to all APS Montessori Alternate Pathway to Licensure Program candidates and administrators of Montessori classrooms. (Survey to be developed by APS Planning and Evaluation Office.)
- At the completion of their APS Montessori Alternate Pathway to Licensure Program, 90% of the candidates will remain in APS to teach in a Montessori classroom.
- **All Montessori schools in APS maintain accreditation as a result of their performance on the SOL's in 3rd through 5th grades.**

Commented [WSE5]: Additional information regarding how student outcomes will be part of program evaluation

Provide indicators of teacher effectiveness, including impact of the completers on PreK-12 learning:

APS has developed several indicators to measure observable, tangible behavior for successful teacher performance. Below is a summary of the seven performance standards and sample performance indicators for PreK-12 learning as outlined on page 39 in the [APS Teacher Evaluation Handbook](#).

Performance Standard 1: Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

- Effectively addresses appropriate curriculum standards.
- Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.
- Demonstrates an ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.
- Demonstrates an accurate knowledge of the subject matter.
- Demonstrates skills relevant to the subject area(s) taught.
- Bases instruction on goals that reflect high expectations and an understanding of the subject.
- Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.
- Communicates clearly and checks for understanding.

Performance Standard 2: Instructional Planning

The teacher plans using the Virginia Standards of Learning, APS curriculum, effective strategies, resources, and data to meet the needs of all students.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

- Uses student learning data to guide planning.
- Plans time realistically for pacing, content mastery, and transitions.
- Plans for differentiated instruction.
- Aligns lesson objectives to the school's curriculum and student learning needs.
- Develops appropriate long- and short-range plans, and adapts plans when needed.

Performance Standard 3: Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

- Engages and maintains students in active learning.
- Builds upon students' existing knowledge and skills.
- Differentiates instruction to meet the students' needs.
- Reinforces learning goals consistently throughout the lesson.
- Uses a variety of effective instructional strategies and resources.
- Uses instructional technology to enhance student learning.
- Communicates clearly and checks for understanding.

Performance Standard 4: Assessment of and for Student Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

- Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- Involves students in setting learning goals and monitoring their own progress.
- Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.
- Aligns student assessment with established curriculum standards and benchmarks.
- Uses assessment tools for both formative and summative purposes, and uses grading practices that report final mastery in relationship to content goals and objectives.
- Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
- Gives constructive and frequent feedback to students on their learning.

Performance Standard 5: Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

- Arranges the classroom to maximize learning while providing a safe environment.
- Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.
- Maximizes instructional time and minimizes disruptions.
- Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- Uses cultural competency skills to identify and accommodate various learning styles and other individual differences.
- Demonstrates an understanding of cultural, ethnic and linguistic backgrounds and special needs to assist in the delivery of appropriate educational opportunities.
- Actively listens and pays attention to students' needs and responses.
- Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

Performance Standard 6: Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

- Collaborates and communicates effectively within the school community to promote students' well-being and success.
- Adheres to federal and state laws, school policies and ethical guidelines.
- Incorporates learning from professional growth opportunities into instructional practice.
- Sets goals for improvement of knowledge and skills.
- Engages in activities outside the classroom intended for school and student enhancement.
- Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
- Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.
- Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.
- Demonstrates consistent mastery of standard oral and written English in all communication.

Performance Standard 7: Student Academic Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

Note: Performance Standard 7: If a teacher effectively fulfills all previous standards, it is likely that the results of teaching -- as documented in Standard 7: Student Academic Progress -- would be positive. The Virginia teacher evaluation system includes the documentation of student growth as indicated within Standard 7 and recommends that the evidence of progress be reviewed and considered throughout the year.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

- Sets acceptable, measurable and appropriate achievement goals for student academic progress based on baseline data.
- Documents the progress of each student throughout the year.
- Provides evidence that achievement goals have been met, including school and department level identified measures as well as other multiple measures of student growth.
- Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.

Include information on program completers' satisfaction of the program and relevance to teaching, as well as information on the employer's satisfaction with the program preparation:

A survey will be created and administered to all program completers to measure their satisfaction with the APS Montessori Alternate Pathway to Licensure Program and its relevance to teaching. In addition, a separate survey will be created and administered to all APS principals and other staff involved in the APS Montessori Alternate Pathway to Licensure Program to measure their satisfaction with the program preparation.

Part VI: PROGRAM REVIEW AND APPROVAL

*Proposals will be reviewed by a panel convened by the Virginia Department of Education.
The Virginia Board of Education must approve the alternate routes to licensure programs.*

APS Application Addendum

1. **Assessment of and for Learning:** In addition to the information provided on p. 51 of the Professional Studies alignment previously submitted and performance standard 4 included on page 18 of the application, Montessori teachers in APS undergo training for specific assessments that are used in their schools. For example, all teachers have mandatory training on DIBELS, PALS and VKRP. All teachers also have weekly grade level meetings with the math and reading coaches to review assessment results and plan instruction to meet student needs. During those meetings they identify students in need of reading intervention, SOL tutoring, and other supports.
2. **Methods:**
 - a. We have provided an additional alignment to the Methods sections of 8VAC20-543-110, 120, and 130, referenced on page 7 of the revised application.
 - b. Because items 1a and 1b in the Methods for those sections encompass the vast majority of Montessori teacher preparation, we have written a narrative for those items.
 - c. The narrative and the alignments are merged into a single document
3. **Reading and Language Acquisition Course:**
 - a. We believe the content included on pages 63-67 of the alignment to Professional Studies requirements in the original application (pulled out and inserted at the end of this document) satisfies the reading and language acquisition course content.
4. **Annual teacher evaluation**
 - a. We have highlighted on page 15 of the application the indication that teachers are evaluated annually during their probationary period.
5. **Student outcomes and program evaluation**
 - a. Added the following on p. 16 under program evaluation: All Montessori schools in APS maintain accreditation as a result of their performance on the SOL's in 3rd through 5th grades.

Additional Supporting documents:

1. Narrative
2. Methods matrix
3. PD attended by APS staff
4. Kindergarten SOL alignment

<p>6. Language and Literacy.</p> <p>a. Early/primary education preK-3 and elementary education preK-6 language acquisition and reading and writing. Skills listed for these endorsement areas represent the minimum competencies that a beginning teacher must be able to demonstrate. These skills are not intended to limit the scope of a beginning teacher's program. Additional knowledge and skills that add to a beginning teacher's competencies to deliver instruction and improve student achievement should be included as part of a quality learning experience.</p> <p>(1) Language acquisition: Skills in this area shall be designed to impart a thorough understanding of the Virginia English Standards of Learning, as well as the complex nature of language acquisition as a precursor to literacy. Language acquisition shall follow the typical development of linguistic competence in the areas of phonetics, semantics, syntax,</p>	<p>6. MACTE Competencies</p> <ul style="list-style-type: none"> • Montessori Philosophy (1a.) • Subject Matter for each course level: language (1c.) • Correct use of Montessori materials (2a.) • Scope and Sequence of Curriculum (2b.) • The prepared environment (2c.) • The purpose and methods of observation (2e.) • Planning for instruction • Assessment & documentation (2g.) • Reflective practice (2h.) • Support and intervention for learning differences (2i.) • Culturally responsive methods(2j.) • Montessori Philosophy and methods (3c.) (MACTE Guide to Accreditation Standards p. 22) 	<p>6. Early Childhood AMS Course <u>Language</u> Outline of Course OUTLINE OF CONTENT:</p> <ol style="list-style-type: none"> 1. Overview of language development, birth to age six. 2. Techniques to develop basic oral language: Techniques for presenting Vocabulary games, individual and group Classifying skills Interpretive oral language: songs, poems, games 3. Techniques to develop graphic language Techniques for presenting Initial sound games Metal inset presentation Sandpaper letters - tracing Chalkboard presentations Moveable alphabet - matching 4. Building Phonetic Words Techniques for presenting Moveable alphabet Tracing and sounding sandpaper letters Initial sound work Blends and diagraphs Word building packets Single word reading Beginning Readers Seeing words as a whole 5. Reading Development Techniques for presenting Command words Labels for classroom materials Word and picture matching Rhyming words Sentence and 	<p>6. Early Childhood AMI Course <u>Language Art Reading Curriculum Instruction</u> Purpose: To show by demonstration and lecture the exercises for the development of spoken and written language development, pre-reading and reading skills appropriate for children from three to six plus years. Content includes a focus on self-confidence and self-expression within a social setting. There is also emphasis on spoken and written language in the areas of daily life, storytelling, composition, literature, geography, history, biology, science, music, art, as well as the functional aspects of grammar, syntax, and reading analysis. (WMI AMI EC Syllabus p. 3) Elementary AMI Course <u>Language Curriculum and Instruction for the Elementary years</u> Course Objectives:</p> <ul style="list-style-type: none"> • To understand the importance of the development of language, both spoken and written, in the evolution of human beings and in the
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<p>morphology, phonology, and pragmatics.</p> <p>(2) Reading and writing: Skills in this area shall be designed to impart a thorough understanding of the Virginia English Standards of Learning, as well as the reciprocal nature of reading and writing. Reading shall include phonemic and other phonological awareness, concept of print, phonics, fluency, vocabulary development, and comprehension strategies. Writing shall include writing strategies and conventions as supporting the composing and written expression and usage and mechanics domains. Additional skills shall include proficiency in understanding the stages of spelling development, and the writing process, as well as the ability to foster appreciation of a variety of fiction and nonfiction text and independent reading.</p>		<p>picture matching Sentence manipulation Matching beginning/end of sentences Phonograms Puzzle words non-phonetic reading</p> <p>6. Grammatical Analysis Techniques for presenting Grammar symbols Predicate and subject Sentence analysis Parts of speech Singular and plural Masculine and feminine Logical adjective game Detective adjective game Logical adverb game</p> <p>7. Selecting children’s books</p> <p>8. Introducing a second language (AMS EC Syllabus p. 12-13)</p> <p>Elementary AMS Course <u>Language Curriculum</u> Course Overview: Beginning with an overview of the early childhood language materials, the Elementary I Adult Learner experiences oral language strategies; writing activities including development of mechanical skills, creative writing of both prose and poetry, and beginning research skills; and developmental reading materials and activities. Grammar studies include Montessori’s Function of</p>	<p>development of the individual.</p> <ul style="list-style-type: none"> • To understand how to assist the child, when necessary, in the development of reading and handwriting skills. • To understand how to introduce the history of written and spoken language, in particular, the English language. • To understand how to introduce the Montessori materials and presentations for grammar, including morphology (work study), syntax (parts of speech and sentence analysis), semantics (meaning), and etymology (history). • To understand how to support the process of the development of writing skills in both imaginative and functional contexts. • To understand how to support the development of spoken language skills (speeches, discussions, reports, recitation, dialogue).
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		<p>Words and the grammar boxes; reading and sentence analysis is introduced. Also included are studies in the areas of literature; phonogram study; spelling of phonetic and non-phonetic words; library/reference skills; research skills. The History of Written Language and Writer's workshop are woven through the areas of study. (IAMS Syllabus pp 24-34)</p>	<ul style="list-style-type: none"> • To understand the importance of children's exposure to literature. To appreciate the child's study of literary style, his/her own and others. • To bring the child to an awareness of basic library/reference and research skills. (AMI WMI Syllabus, P.10)
<p>b. Middle education - language acquisition and reading development and literacy in the content areas.</p> <p>(1) Language acquisition and reading development: Skills in this area shall be designed to impart a thorough understanding of the complex nature of language acquisition and reading, to include phonemic and other phonological awareness, phonics, fluency, vocabulary development, and comprehension strategies for adolescent learners. Additional skills shall include proficiency in writing strategies, as well as the</p>	<p>6 b. Montessori public Middle Schools are required to use the district curricula and therefore use the Montessori philosophy as a guide to deliver the curriculum set by the district.</p>		

<p>ability to foster appreciation of a variety of fiction and nonfiction text and independent reading for adolescent learners.</p> <p>(2) Literacy in the content areas: Skills in this area shall be designed to impart an understanding of vocabulary development and comprehension skills in areas of English, mathematics, science, history and social science, and other content areas. Strategies include teaching students how to ask effective questions, summarize and retell both verbally and in writing, and to listen effectively. Teaching strategies include literal, interpretive, critical, and evaluative comprehension, as well as the ability to foster appreciation of a variety of fiction and nonfiction text and independent reading for adolescent readers.</p>			
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Instructional Methods Narrative

The Montessori method is unique amongst educational approaches in the degree to which it functions as a comprehensive, integrated, and fully coherent pedagogy, rather than as a composite of discrete parts (curriculum, resources, teacher education, classroom schedule, etc.). As a result, Montessori teacher preparation programs do not isolate instruction related to content knowledge (does the teacher-in-training know how to square a trinomial?) from that related to instructional methods (does she know how to effectively present trinomial squaring to an elementary-aged child?). Instead, Montessori training prepares teachers with knowledge of a broad, exploratory, and highly integrated curriculum but also, within that curriculum, an understanding of which classroom materials are relevant to each lesson. Detailed instruction, substantive practice, and rigorous hands-on examinations are included in the learning process to support teachers in developing engaging, precise, and properly sequenced presentations of each of those materials and lessons. See images below for examples of pages from a Montessori teacher's training albums, one documenting the lesson for squaring a binomial (math), and one for introducing definite and indefinite articles (grammar).

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Squaring a Sum

Materials: Felt mat, bead bars 1-9, squares of numbers, number cards, box of signs, parenthesis, blank tickets, paper and a pencil.

Exercise 1: SQUARING A BINOMIAL

- Supposing we have $4+3$, and we are going to multiply this by $4+3$ (set up as below)
- The children will remember this from the commutative and distributive properties work

$(4+3) \times (4+3)$



- have the child do the multiplication
- ask "Now what do we have here?" - verbalize
- 4 and 3 on this side...
- 4 and 3 on this side...
- 4 and 3 on this side...
- 4 and 3 on this side...

So, 4 and 3 taken 4 and 3 times gives you a square of $4+3$...

- Now let's write down what we have here:

$$4^2 + (3 \times 4) + (4 \times 3) + 3^2$$
$$= 16 + 12 + 12 + 9$$
$$= 49$$

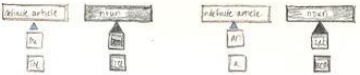
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Definite and Indefinite Articles

Materials: Grammar/ filler box II B, symbols.

Presentation:

- with 3 children do a little quiz
- ask "what does this say? (elephant) what is it? (noun) what are these? (articles) Can you pick one to go with elephant? (an)"
- have the children work together to match articles and nouns in two columns (the, a, an)
- have them symbolize above
- introduce language of definite article and indefinite article and have them put the write 'titles' above columns.
- go on to give definitions of them.
- definite article is when there is only one
- indefinite article is when there are more than one
- an is used in front of vowel sounds



(Teacher's notes for delivering "squaring a sum" and "definite & indefinite articles" lessons)

Montessori teaching methods, which are woven throughout all aspects of teacher preparation programs, are well supported by a growing body of research aligning the time-tested Montessori approach to contemporary findings from cognitive psychology, child development, and effective instruction. Moreover, they are thoroughly aligned with standards for teacher's methodological competencies outlined by Virginia codes 8VAC20-543-110, 120, and 130. To illustrate that alignment, you will see in the correlation table (attached to this document) evidence that Montessori instruction is characterized by:

- **A high degree of individualization and differentiation.** Montessori lessons are delivered individually or in small groups, allowing teachers to meet every child where they are, adjust delivery for individual understanding, and progress at each-child's developmentally-appropriate pace.
- **Learning experiences that are hands-on, experiential, and situated within meaningful contexts.** Contemporary research illustrates the strong link between physical movement/manipulation of concrete materials and cognition. Montessori instruction roots the introduction of concepts in work with specially designed, self-correcting manipulatives and then slowly bridges students' conceptual understanding to abstract representations and practice with pencil and paper.
- **Fully integrated across disciplines.** Montessori teachers are generalists, with one teacher presenting many or all content areas and supporting children in drawing links between them. The curriculum is broad, exploratory, and integrated, and children are free to make work choices that allow for combining of materials and concepts.
- **Extensive student collaboration and peer-to-peer teaching.** Mixed-age groupings, combined with uninterrupted work periods, mean that much of a students' learning arises from interactions and collaboration with peers. Through these exchanges, younger students are challenged to progress towards challenging work choices, while older students practice and consolidate their learning.
- **Progressive classroom management strategies founded in supporting student autonomy, choice, leadership, and self-regulation.** Montessori classrooms are run as mini-communities, in which students participate fully in the process of articulating norms and values, enforcing expectations, and defining processes for resolving

conflicts and solving problems. Paired with the high degree of autonomy and choice that allows for social-emotional skill practice, this approach fosters the development of a sense of ownership over one's own learning, of capacity to regulate one's own behavior, and of responsibility to make productive choices.

- **Continuous, embedded, diverse, and meaningful assessment strategies.** For Montessori teachers, assessment is inseparable from instruction. Ongoing formative assessment is incorporated into every element of a Montessori teacher's day. Because a child will remain with the same teacher for three consecutive years, Montessori teachers develop a deep understanding of each child's strengths, preferences, gaps, and needs, and adjust their learning plans accordingly. Individual and small group lessons allow teachers to assess for the prior knowledge and current understanding of each child, in real time, as a material is being presented. Materials are self-correcting, which promotes the development of internal error-monitoring, a crucial skill for meaningful self-assessment. Teachers engage in a practice of regular, formal, scientific observation of their classroom, during which they keep detailed records regarding children's work choices, mastery-level, and behavioral patterns. Children over the age of six engage in regular, one-on-one conferences in which teacher and student co-assess work and progress. Summative assessments take the form of student portfolios, which compile detailed observational notes and records of progress measured against benchmarks for achievement and development. These summative assessment products express progress in terms that are meaningful and actionable for students, teachers, and parents. Assessment strategies involving formal modes of "testing" and letter grading are minimized in a Montessori setting.

PK 3

Virginia Methods Standards	Overview and MACTE MACTE Competencies Table Guide to MACTE Accreditation p. 22	AMS-Affiliate AMS TEP Handbook Seton Montessori EC Syllabi	AMI Affiliate AMI EC Course Brochure WMI EC Syllabi
a. Understanding of the knowledge, skills, dispositions and processes to support learners in achievement of Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning in English, mathematics, history and social science, science, and	See Instructional Methods Narrative	See Instructional Methods Narrative	See Instructional Methods Narrative

computer technology;			
b. The ability to integrate English, mathematics, science, health, history and social sciences, art, music, drama, movement, and technology in learning experiences	1a. Montessori Philosophy 2a. Correct use of Montessori materials 2b. Scope and sequence of curriculum (spiral curriculum)	<p>TITLE OF COURSE: Montessori Philosophy COURSE OBJECTIVES:</p> <ul style="list-style-type: none"> • To analyze the essential elements of Montessori education. • To help the learner formulate a personal educational philosophy and plan for its practical implications in the world of education today. (Seton EC Syllabi p. 3) <p>TITLE OF COURSE: Practical Life (Core, Min. 32 hours) Course Objectives:</p> <ul style="list-style-type: none"> • To introduce knowledge of extensions and variations of the presentations for older children. • To introduce understanding of the sequencing of the different presentations of practical life in relation to each other and to other areas of the classroom. (Seton EC Syllabi p. 7) <p>TITLE OF COURSE: Sensorimotor (Core, Min. 32 hours) Course Objective</p>	<p>The Development and Education of the Senses AMI This course component introduces the activities known in Montessori education known as Exercises for the Education of the Senses. These are designed to lead the child to an intelligent and imaginative exploration of the world. Content includes identification of a child’s process of classifying his world, problem solving, decision making and critical thinking. This area includes extensions in the areas of music, geometry, geography and botany.</p> <p>Language and Literacy This course component introduces exercises for the development of spoken and written language, reading readiness, pre-reading and reading skills appropriate for children ages 3-6. Content includes a focus on self-</p>

		<ul style="list-style-type: none"> • To introduce knowledge of extensions and variations possible in these presentations. • To analyze sequencing of the materials in relation to each other and to other areas of the curriculum. (Seton EC Syllabi p. 9) <p>TITLE OF COURSE: Mathematics (Core, Min. 32 hours)</p> <p><i>Course Objective:</i> To introduce extensions and variations of the presentations for older children. • To introduce the sequencing of presentations in relation to each other and to other areas of the class</p> <p>TITLE OF COURSE: Language (Core, Min. 32 hours)</p> <ul style="list-style-type: none"> • To introduce extensions and variations of the presentations for older children. • To analyze sequencing of the presentations in relation to each other and to other areas of the classroom. (Seton EC Syllabi p. 11) <p>TITLE OF COURSE: Language (Core, Min. 32 hours)</p> <p><i>Course Objective:</i> • To introduce extensions and variations of the presentations for older children.</p>	<p>confidence and self-expression within a social setting. There is also emphasis on spoken and written language in the areas of daily life, story telling, composition, literature, geography, history, biology, science, music, art, as well as the functional aspects of grammar, syntax and reading analysis. (AMI EC Course Brochure p. 4)</p>
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		<ul style="list-style-type: none"> • To analyze sequencing of the presentations in relation to each other and to other areas of the classroom. (Seton EC Syllabi p. 13) <p>TITLE OF COURSE: Cosmic Approach: Geography, History and Natural Sciences (Core)</p> <p><i>Course Objective:</i></p> <ul style="list-style-type: none"> • To introduce extensions and variations of the presentations for older children • To introduce the sequencing of presentations in relation to each other and to other areas of the classroom. (Seton EC Syllabi p. 15) 	
c. The use of differentiated instruction and flexible groupings to meet the needs of learners at different stages of development, approaches to learning abilities, and achievement	<p>MACTE Competencies Table</p> <p>2e. The purpose and methods of observation</p> <p>2f. Planning for instruction</p> <p>2g. Assessment & documentation</p> <p>2h. Reflective practice</p> <p>2i. Support and intervention for learning differences</p> <p>2j. Culturally responsive methods</p>	<p>TITLE OF COURSE: Observation</p> <p>COURSE OBJECTIVES:</p> <ul style="list-style-type: none"> • To learn how to observe the child in a Montessori 3-6 environment. • To be able to analyze what is observed and to draw conclusions leading to appropriate interventions. • To understand the importance of objective observation and to be able to use various techniques in practice. • To become familiar with observable differences in practice between Montessori and other 	<p>The Critical Role of Observation</p> <p>The aim of this subject is to observe children in Montessori classrooms in order to appreciate the role of observation as a major source of information about the child. Through the experience the student will come to realize the role of exact, detailed, objective observations in facilitating a greater understanding of the Montessori theory of growth and development. An</p>

		<p>early childhood education methods, (Seton EC Syllabi p. 5)</p>	<p>additional aim is to raise awareness of the importance and nature of the interactions between the child, the adult and the prepared environment. (AMI course brochure p 5)</p> <p>Title: TEACHING STRATEGIES AND SOCIAL DEVELOPMENT 636 Purpose: To workshop teacher-learner interaction, analyze planning techniques and learning environments, general classroom management, and interpersonal relationships. (WMI Loyola Primary p. 4)</p>
<p>d. The use of appropriate methods, including those in visual and performing arts, to help learners develop knowledge and basic skills, sustain intellectual curiosity, and problem-solve</p>	<p>2a. Correct use of Montessori materials 2b. Scope and sequence of curriculum (spiral curriculum) 2f. Planning for instruction 2g. Assessment & documentation</p>	<p>TITLE OF COURSE: Classroom Leadership and School Administration <i>COURSE OBJECTIVES:</i> • To introduce the learner to standard practices of classroom leadership and management including preparation of the environment, planning of the daily, monthly and annual schedules, and responding to needs encountered with different</p>	<p>The Development and Education of the Senses This course component introduces the activities known in Montessori education known as Exercises for the Education of the Senses. These are designed to lead the child to an intelligent and imaginative exploration of the world. Content includes identification of a child's</p>

		<p>early childhood program arrangements (half-day, full-day, extended day)</p> <ul style="list-style-type: none"> • To discuss procedures for start-up of a new class and start of the school year. • To analyze styles and methods of behavioral intervention with children at different stages in the normalization process. • To discuss assessment and evaluation of children (Seton EC Syllabi p. 17) 	<p>process of classifying his world, problem solving, decision making and critical thinking. This area includes extensions in the areas of music, geometry, geography and botany.</p> <p>Title: TEACHING STRATEGIES AND SOCIAL DEVELOPMENT 636 Purpose: To workshop teacher-learner interaction, analyze planning techniques and learning environments, general classroom management, and interpersonal relationships. (WMI Loyola Primary p. 4)</p>
<p>e. The ability to utilize effective classroom management skills through methods that build responsibility and self-discipline, promote self-regulation, and maintain a positive learning environment</p>	<p>2e. The purpose and methods of observation 2f. Planning for instruction 2g. Assessment & documentation 2h. Reflective practice 3a. Classroom leadership 3b. Authentic assessment</p>	<p>TITLE OF COURSE: Classroom Leadership and School Administration <i>Course Objectives:</i></p> <ul style="list-style-type: none"> • To analyze styles and methods of behavioral intervention with children at different stages in the normalization process. • To discuss assessment and evaluation of children (p,. 17) 	<p>Title: TEACHING STRATEGIES AND SOCIAL DEVELOPMENT 636 Purpose: To workshop teacher-learner interaction, analyze planning techniques and learning environments, general classroom management, and interpersonal relationships. (WMI Loyola Primary p. 4)</p> <p>The Critical Role of Observation</p>

			<p>The aim of this subject is to observe children in Montessori classrooms in order to appreciate the role of observation as a major source of information about the child. Through the experience the student will come to realise the role of exact, detailed, objective observations in facilitating a greater understanding of the Montessori theory of growth and development. An additional aim is to raise awareness of the importance and nature of the interactions between the child, the adult and the prepared environment. (AMI course brochure p 5)</p>
<p>f. The ability to modify and manage learning environments and experiences to meet the individual needs of children, including children with disabilities, gifted children, children who are</p>	<p>2a. Correct use of Montessori materials 2b. Scope and sequence of curriculum (spiral curriculum) 2e. The purpose and methods of observation 2g. Assessment & documentation 2h. Reflective practice 2i. Support and intervention for learning differences 2j. Culturally responsive methods</p>	<p>TITLE OF COURSE: Child Development and Psychology OUTLINE OF CONTENT/LEARNING EXPERIENCES: Part IV Survey of modern brain research and intellectual development. Language development: Vygotsky, Chomsky, Luria Jane Healy -</p>	<p>The Montessori Philosophy, Psychology and Child Development This course component introduces Dr Maria Montessori's philosophy and psychology of human development, focusing on early learning and child development from three to six</p>

<p>English learners, and children with diverse cultural needs;</p>		<p>Child's Growing Mind Gardner's Multiple Intelligences: Logico-Mathematical thinking; Learning Styles Part V Observing and Assessing Development Developmentally Appropriate Classroom Leadership Children with Special Needs (p. 1)</p> <p>TITLE OF COURSE: Classroom Leadership and School Administration <i>COURSE OBJECTIVES:</i></p> <ul style="list-style-type: none"> • To introduce the learner to standard practices of classroom leadership and management including preparation of the environment, planning of the daily, monthly and annual schedules, and responding to needs encountered with different early childhood program arrangements • To discuss procedures for start-up of a new class and start of the school year. • To analyze styles and methods of behavioral intervention with children at different stages in the normalization process. 	<p>years of age. (AMI EC Course Brochure p. 3)</p> <p>Montessori Materials and their Role in Assisting Child Development The aim of this subject is to acquire a deep understanding of the qualities of the Montessori materials and their function as aids to child development. (AMI EC Course Brochure p. 4)</p> <p>Title: TEACHING STRATEGIES AND SOCIAL DEVELOPMENT 636 Purpose: To workshop teacher-learner interaction, analyze planning techniques and learning environments, general classroom management, and interpersonal relationships. (WMI EC Syllabi p. 4)</p>
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		• To discuss assessment and evaluation of children. (p. 17)	
g. The ability to use formal and informal assessments to diagnose needs, plan and modify instruction, and record student progress	2b. Scope and sequence of curriculum(spiral curriculum) 2g. Assessment & documentation 2e. The purpose and methods of observation 2f. Planning for instruction	TITLE OF COURSE: Child Development and Psychology <i>OUTLINE OF CONTENT/LEARNING EXPERIENCES:</i> Part IV Survey of modern brain research and intellectual development. Language development: Vygotsky, Chomsky, Luria Jane Healy - Child's Growing Mind Gardner's Multiple Intelligences: Logico-Mathematical thinking; Learning Styles Part V Observing and Assessing Development Developmentally Appropriate Classroom Leadership Children with Special Needs	Montessori Materials and their Role in Assisting Child Development The aim of this subject is to acquire a deep understanding of the qualities of the Montessori materials and their function as aids to child development. (AMI EC Course Brochure p. 4) Title: TEACHING STRATEGIES AND SOCIAL DEVELOPMENT 636 Purpose: To workshop teacher-learner interaction, analyze planning techniques and learning environments, general classroom management, and inter-personal relationships. (WMI EC syllabi p. 4)
h. A commitment to professional growth and development through reflection,	2c. The prepared environment 3e. Professional responsibilities 3f. Innovation and flexibility	TITLE OF COURSE: Classroom Leadership and School Administration 7. Discussion of professional relationships, ethics, and	Title: TEACHING STRATEGIES AND SOCIAL DEVELOPMENT 636 Purpose: To workshop teacher-learner interaction, analyze planning techniques and

<p>collaboration, and continuous learning</p>		<p>classroom issues related to the practicum experience</p> <ul style="list-style-type: none"> • To discuss standards of professionalism and issues related to staff teamwork. • To present an overview of the foundations of school administration (Seton EC Syllabi p. 17) <p>AMS TEP Handbook <i>FUNDAMENTAL TENETS OF AN AMS-AFFILIATED TEACHER EDUCATION PROGRAM</i></p> <p>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.</p> <p>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. (p. 6).</p> <p>https://amshq.org/Educators/Professional-Development/AMS-</p>	<p>learning environments, general classroom management, and interpersonal relationships.</p> <p>Title: PRACTICUM (PART 2) 628 Purpose: To practice the various professional and personal skills which a Montessori teacher uses. By working under a qualified Montessori teacher with a group of children, the student may focus on one professional task at a time. Student teachers may discern which facets of their personalities are most effective with young children at this stage of development.</p>
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		Professional-Development-Requirement	
i. The ability to analyze, evaluate, and apply quantitative and qualitative research;	3e. Professional responsibilities 3f. Innovation and flexibility	<p>TITLE OF COURSE: Child Development and Psychology <i>OUTLINE OF CONTENT/LEARNING EXPERIENCES:</i> Part IV Survey of modern brain research and intellectual development. Language development: Vygotsky, Chomsky, Luria Jane Healy - Child's Growing Mind Gardner's Multiple Intelligences: Logico-Mathematical thinking; Learning Styles</p> <p>COURSE OBJECTIVES: • To become acquainted with methods of educational research, such as observation, case studies and surveys. (Seton EC Syllabi p. 1)</p>	<p>Title: TEACHING STRATEGIES AND SOCIAL DEVELOPMENT 636 Purpose: To workshop teacher-learner interaction, analyze planning techniques and learning environments, general classroom management, and inter-personal relationships.</p>
j. The ability to use technology as a tool for teaching, learning, research, and communication	2f. Planning for instruction 2g. Assessment & documentation 3e. Professional responsibilities 3f. Innovation and flexibility	<p>TITLE OF COURSE: Classroom Leadership and School Administration <i>Course Objectives:</i></p>	<p>Title: TEACHING STRATEGIES AND SOCIAL DEVELOPMENT Purpose: To workshop teacher-learner interaction, analyze planning techniques and</p>

		<ul style="list-style-type: none"> • To introduce the learner to standard practices of classroom leadership and management including preparation of the environment, planning of the daily, monthly and annual schedules, and responding to needs encountered with different early childhood program arrangements • To discuss assessment and evaluation of children • To discuss standards of professionalism and issues related to staff teamwork. (Seton EC Syllabi p. 17) <p>Montessori teachers are instructed on basic systems within the Montessori method that include record keeping and observation and instructional planning. Individual schools will provide appropriate training for their staff on specific tools used for record keeping, assessment, communication and reporting.</p>	<p>learning environments, general classroom management, and interpersonal relationships. (WMI EC Syllabi p. 4)</p> <p>Montessori teachers are instructed on basic systems within the Montessori method that include record keeping and observation. And instructional planning. Individual schools will provide appropriate training for their staff on specific tools used for record keeping, assessment, communication and reporting.</p>
k. The ability to adapt task and interactions to maximize language development,	1a. Montessori Philosophy 1b. Human Growth and Development	<p>TITLE OF COURSE: Language</p> <p>COURSE OBJECTIVES:</p> <ul style="list-style-type: none"> • To study language as it relates to the intellectual development of the child. 	<p>Language and Literacy</p> <p>This course component introduces exercises for the development of spoken and written language, reading</p>

<p>conceptual understanding, and skill competence within each child's zone of proximal development</p>	<p>2d. Parent/teacher/family/community partnership 2e. The purpose and methods of observation 2f. Planning for instruction 2g. Assessment & documentation</p>	<ul style="list-style-type: none"> • To impart techniques for cultivating the child's language skills. • To analyze the specific Montessori apparatus. • To introduce extensions and variations of the presentations for older children. • To analyze sequencing of the presentations in relation to each other and to other areas of the classroom (Seton EC Syllabi p. 12-13) 	<p>readiness, pre-reading and reading skills appropriate for children ages 3-6. Content includes a focus on self-confidence and self-expression within a social setting. There is also emphasis on spoken and written language in the areas of daily life, story telling, composition, literature, geography, history, biology, science, music, art, as well as the functional aspects of grammar, syntax and reading analysis. (AMI EC Course Brochure p. 3)</p>
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<h2 style="margin: 0;">PK-6</h2>			
<p>Virginia Methods Standards</p>	<p>Overview and MACTE Guide to MACTE Accreditation MACTE Competency Table</p>	<p>AMS-Affiliate AMS TEP Handbook Institute of Advanced Studies Syllabi</p>	<p>AMI Affiliate AMI Elementary Course Brochure WMI Elementary Syllabi</p>

<p>Understanding of the needed knowledge, skills, dispositions, and processes to support learners in achievement of Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning in English, mathematics, history and social science, science, and computer technology</p>	<p>Please see pp. 8-11 in APS Alt. Licensure App REVISED</p>	<p>Please see pp. 8-11 in APS Alt. Licensure App REVISED</p>	<p>Please see pp. 8-11 in APS Alt. Licensure App REVISED</p>
<p>Understanding of current research on the brain, its role in learning, and implications for instruction</p>	<p>1a. Montessori Philosophy 1b. Human Growth and Development</p>	<p>6.3.5.12 Child Development This course gives the adult learner an overview of theories of child development; the adult learner will compare and contrast these theories with those of Montessori. Stages of development will be presented and discussed; areas of development will include physical, cognitive, emotional and social. Increased understanding of child development will result from presentations and discussions concerning children's development including Montessori's Planes of Development, Piaget's</p>	<p>Montessori Child Psychology These lectures compare ages 6 to 12 and birth to age 6 with regard to physical and psychological development (including tendencies and sensitive periods). Special emphasis is given to the continued development and growth of the child as a builder of the human personality through the use of the human tendencies and psychological characteristics particular to this age group. (AMI Elementary Brochure p. 3)</p>

		<p>research, Erikson's eight stages of psychological development, Freud's description of human phases, and Vygotsky's appreciation of both developmental and environmental forces in the realm of cognitive development. Current research is introduced. Physical development, social and personality development, the child's relationship and responsibility to humankind, language development, and cognitive and logical mathematical development are discussed. This course also addresses curriculum design based on characteristics of the child.</p> <p><i>Syllabus</i></p> <p>I. Latest Brain Research</p>	<p>COURSE TITLE: FOUNDATIONS OF THE MONTESSORI METHOD (MO 646)</p> <p>-To understand Montessori's view that education is a help to life.</p> <p>-To understand Montessori's educational theory regarding human development. The theory includes the ideas of human tendencies, four planes of development, and psychological characteristics which differ by age group.</p> <p>-To understand the development of the physical and spiritual psychic aspects of the child from 6 to 12 years of age. This includes motor, language, logico-mathematical, emotional, intellectual, and moral development</p> <p>-To understand the implications of the specific psychological characteristics of the child 6 to 12 for the design of the elementary prepared environment. In particular the importance of</p>
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			<p>cultivating the power of imagination in the child from 6 to 12 years of age</p> <ul style="list-style-type: none"> -To understand that the learning of the child occurs through the activity of the child rather than through verbal interaction with the teacher. -To understand the personal change and professional growth necessary for an adult to guide life—the adult’s own life and the child’s life.
<p>The ability to integrate English, mathematics, science, health, history and social sciences, art, music, drama, movement, and technology in learning experiences</p>	<p>1a. Montessori Philosophy 1c. Subject matter for each Course Level* (IT, EC, etc.) not to exclude: ■ Level specific subject matter as outlined below* (practical life, language, geometry, etc.) ■ Cosmic education ■ Peace education ■ The arts ■ Fine and gross motor skills 2b. Scope and sequence of curriculum (spiral curriculum) 2f. Planning for instruction</p>	<p>6.3.5.9 Classroom Leadership</p> <p>Syllabus Management in an Elementary Classroom</p> <p>III. Integration of Curricular Subjects</p>	<p>The Integrated Curriculum</p> <p>2 All subjects presented in the course are part of an integrated curriculum. While albums are made for each individual subject area, the lectures are presented in the approximate order they would be presented in the life of the child. So the early activities of all the areas are presented parallel to each other at the beginning of the course. This continues in an age appropriate sequence with all of the subject areas together.</p>

			In this way students see the interrelationships among the areas and this helps prepare them for interweaving all the subject areas together when they work with children in the future. (AMI Elementary Brochure p. 3)
The use of differentiated instruction and flexible groupings to meet the needs of learners at different stages of development, approaches to learning abilities, and achievement;	2e. The purpose and methods of observation 2f. Planning for instruction 2i. Support and intervention for learning differences 2j. Culturally responsive methods	6.3.5.9 Classroom Leadership This course introduces the Adult Learner to basic principles of effective classroom management, environmental design, and parent involvement and education. Also discussed are how to place students new to Montessori in the curriculum (AMS EL IAMS Syllabi p. 11)	COURSE TITLE: FOUNDATIONS OF THE MONTESSORI METHOD (MO 646) OBJECTIVES: -To understand Montessori's view that education is a help to life. -To understand Montessori's educational theory regarding human development. The theory includes the ideas of human tendencies, four planes of development, and psychological characteristics which differ by age group -To understand the development of the physical and spiritual psychic aspects of the child from 6 to 12 years of age. This includes motor, language, logico-mathematical, emotional,

			<p>intellectual, and moral development.</p> <ul style="list-style-type: none"> -To understand the implications of the specific psychological characteristics of the child 6 to 12 for the design of the elementary prepared environment. In particular the importance of cultivating the power of imagination in the child from 6 to 12 years of age -To understand that the learning of the child occurs through the activity of the child rather than through verbal interaction with the teacher. -To understand the personal change and professional growth necessary for an adult to guide life—the adult’s own life and the child’s life. <p>(WMI Elementary Syllabi p. 1)</p>
<p>The use of appropriate methods, including those in visual and performing arts, to help learners develop knowledge and basic skills, sustain intellectual curiosity, and problem-solve</p>	<p>2a. Correct use of Montessori materials 2b. Scope and sequence of curriculum (spiral curriculum) 2c. The prepared environment 2e. The purpose and methods of observation</p>	<p>6.2.5.1 Practical Life/Everyday Living Curriculum (Core) – Min. 32 hours</p> <ol style="list-style-type: none"> 1. Philosophy and rationale 2. Ground rules to grace and courtesy 3. Control of movement 	<p>The Integrated Curriculum All subjects presented in the course are part of an integrated curriculum. While albums are made for each individual subject area, the lectures are presented in the approximate order they would</p>

	<p>2f. Planning for instruction</p> <p>3a. Classroom leadership</p>	<p>4. Care of the person 5. Care of the environment 6. Food and nutrition</p> <p>6.2.5.2 Sensorial Curriculum (Core) – Min. 32 hours</p> <ol style="list-style-type: none"> 1. Philosophy and rationale 2. Materials aiding the education and refinement of the senses (Cylinder Blocks, Pink Tower, Brown Stair, Red Rods, Knobless Cylinders, Color Tablets, Geometric Cabinet, Constructive Triangles, Geometric Solids and Bases, Binomial and Trinomial Cube, Sound Cylinders, Bells, Rough and Smooth Boards, Fabric Matching, Mystery Bag, etc.) <p>6.2.5.3 Language Curriculum (Core) – Min. 32 hours</p> <ol style="list-style-type: none"> 1. Philosophy and rationale 2. Receptive and expressive language experiences 3. Visual and auditory perceptual experiences 4. Vocabulary development and enrichment 5. Materials that aid the development of skills/concepts (Metal Insets, Sandpaper Letters, Movable 	<p>be presented in the life of the child. So the early activities of all the areas are presented parallel to each other at the beginning of the course. This continues in an age appropriate sequence with all of the subject areas together. In this way students see the interrelationships among the areas and this helps prepare them for interweaving all the subject areas together when they work with children in the future.</p> <p>Language This area begins with a review of the development of language in the child and its importance in the development of intelligence. Vocabulary development, further extensions in reading and language exercises suited to the ‘sensitivities’ of the child of this age group lead to reading with understanding. Further content includes the story of language, the history of writing, word study, spelling, grammar boxes and related classification along</p>
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		<p>Alphabets, Object Boxes, Puzzle Words, Action Commands, Model Farm or other miniature environment, Grammar Symbols, etc.): a. Reading b. Penmanship c. Writing d. Function of words</p> <p>6. Children’s literature</p> <p>7. Drama</p> <p>6.2.5.4 Mathematics Curriculum (Core) – Min. 32 hours</p> <p>1. Philosophy and rationale</p> <p>2. Materials that aid development of these concepts/skills: a. Introduction to numeration (Number Rods, Sandpaper Numerals, Spindle Boxes, 82 Cards and Counters, Short Bead Stair) b. The decimal system (Golden Beads, Decimal Numeral Cards) c. Functions of the decimal system (Golden Beads, Decimal Numeral Cards, Stamp Game, Small Bead Frame) d. Linear counting (Teens Boards, Tens Boards, Hundred Board, Short Chains, Long Chains) e. Memorization of basic arithmetic facts</p>	<p>with analysis of simple, compound and complex sentences. Writing proceeds from short stories to composition, the structure of paragraphs and composition, appreciation and development of style, along with a history and study of literature.</p> <p>Mathematics, Arithmetic and Algebra</p> <p>The introduction to mathematics includes the development of the Mathematical Mind, indirect preparation leading to abstraction in mathematics and the purpose and use of the mathematical material. The following items are covered: The story of numbers, continuation of the hierarchy of numbers, linear counting, long multiplication and long division, laws of operations, multiples, factors, divisibility, group division, fractions (both common and decimal and their related operations), squares and cubes of numbers, powers of numbers, number bases (other than 10),</p>
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		<p>(Snake Games, Strip Boards, Bead Boards, Finger Charts) f. Fractions (Fraction Inset Circles) 3. Math applications</p> <p>6.2.5.5 Physical and Life Science Curriculum (Core)</p> <ol style="list-style-type: none"> 1. Philosophy and rationale 2. Botany (includes 3-part card sets) 3. Zoology (includes 3-part card sets) 4. Earth science 5. Physical science <p>6.2.5.6 Social Studies Curriculum (Core)</p> <ol style="list-style-type: none"> 1. Philosophy and rationale 2. Geography (Land and Water forms, Globes, Puzzle Maps, Flags, etc.) 3. History: time, calendar, seasons, personal history <p>(AMS TEP Handbook p.81, 82)</p>	<p>squaring and square root, cubing and cube root, signed numbers, measurement, ratio and proportion, beginning algebra and word problems</p> <p>Mathematics: Geometry</p> <p>The development of the Mathematical Mind also includes Geometry. Arithmetic, Geometry and Algebra are intertwined in Mathematics in a way that provides more meaning and understanding than if one takes the branches of Mathematics separately. Particular contributions from Geometry include the concepts of equal, similar and equivalent; exploration with constructive triangles; a study of polygons along with circle/angles/lines in all their details; equivalence of plane figures; area and related formulae; and volume, from equivalency to calculation of volume and formulae.</p> <p>Geography (Including Physics and Chemistry)</p> <p>Geography is explored through the use of stories,</p>
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			<p>experiments, charts and children's activities.</p> <p>Geography study has two main sections: natural geography and human geography.</p> <p>Natural geography includes: creation of the earth, composition of the earth, laws that elements must follow, movements of the earth and their consequences along with the work of air and water.</p> <p>Human geography includes how people have met their needs while living in different zones on the Earth, the interdependence of humans in society and economic geography.</p> <p>Biology</p> <p>Biology is explored through the use of stories, experiments, charts and children's activities. The study of biology includes two main areas: botany and zoology.</p> <p>Botany begins with The Story of Plants and then proceeds to look at the needs of plants, the function of leaves, roots, stems, flowers, fruits and seeds as well as their varieties</p>
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			<p>and their classification. Zoology includes story material about animals, examination of body functions and classification. Botany and zoology are united in a study of ecology.</p> <p>History Stories, time lines and charts aid in the presentation of both natural history and human history. Natural history includes geology and the changes in the Earth over time along with the coming of life on Earth. Human history includes the coming of human beings, the fundamental needs of humans, the hunting and gathering of food, the development of agriculture, the growth of urban ways of living, the development of civilizations, migrations, the growth of culture ... to the present day. Children move from telling time on a clock to a linear representation of time that enables them to grasp the length of time that it has taken for all of the above to happen.</p> <p>Music</p>
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			<p>Areas covered in music include singing, listening, music theory and ear training, movement and rhythm, playing instruments, history and literature. Montessori music is designed to be a regular part of the children's everyday environment so it is a regular part of the integrated curriculum. (AMI Elementary Brochure p 3,4)</p>
<p>The ability to utilize effective classroom management skills through methods that build responsibility and self-discipline, promote self-regulation, and maintain a positive learning environment</p>	<p>2e. The purpose and methods of observation 2f. Planning for instruction</p> <p>2i. Support and intervention for learning differences 2j. Culturally responsive methods</p> <p>3a. Classroom leadership 3b. Authentic assessment</p>	<p>6.3.5.9 Classroom Leadership</p> <p><i>Syllabus Management in an Elementary Classroom</i></p> <p>IV. Spiritual/psychological conditions of the environment A. The Montessori approach to discipline 1. The nature of discipline 2. The fundamentals of the Montessori approach to discipline a. Teaching grace and courtesy b. Modeling the behavior we expect of</p>	<p>COURSE TITLE: MONTESSORI CLASSROOM METHODS (MO 647)</p> <p>PURPOSE: To communicate the principles of classroom management for 6 to 12 year-old children that are derived from the philosophical and pedagogical ideas of Dr. Montessori. To give the opportunity for observation of children ages 6 to 12 in classroom settings.</p>

		<p>the children - tone setting</p> <p>c. Cueing strategies</p> <p>d. Reinforcement strategies</p> <p>e. Isolation strategies - logical consequences</p> <p>f. Redirecting the child's attention</p> <p>g. Looking for the underlying cause of "bad" behavior</p> <p>3. Strategies for coping with the difficult child</p>	
<p>The ability to modify and manage learning environments and experiences to meet the individual needs of children, including children with disabilities, gifted children, children who are English learners, and children with diverse cultural needs;</p>	<p>2d. Parent/teacher/family/community partnership</p> <p>2e. The purpose and methods of observation</p> <p>2f. Planning for instruction</p> <p>2i. Support and intervention for learning differences</p> <p>2j. Culturally responsive methods</p> <p>3a. Classroom leadership</p> <p>3b. Authentic assessment</p>	<p>6.3.5.12 Child Development</p> <p>Second Summer Session:</p> <p>I. Latest Brain Research</p> <p>II. Special Developmental Concerns</p> <p>A. Learning Differences</p> <p>B. Dyslexia</p> <p>C. Down Syndrome</p> <p>D. Autism, PDD</p> <p>E. AD/HD, Executive Function Disorder</p> <p>F. Rights and Responsibilities</p> <p>6.3.5.9 Classroom Leadership</p>	<p>Montessori Child Psychology</p> <p>These lectures compare ages 6 to 12 and birth to age 6 with regard to physical and psychological development (including tendencies and sensitive periods). Special emphasis is given to the continued development and growth of the child as a builder of the human personality through the use of the human tendencies and psychological characteristics particular to this age group. (AMI Elementary Brochure p. 3)</p>

		<p>This course introduces the Adult Learner to basic principles of effective classroom management, environmental design, and parent involvement and education. Specific topics include starting a new class including the first day, week and month; planning a three-year cycle: preparation of the physical environment; ground rules; spiritual/psychological conditions of the environment; schedule preparation and record keeping; curriculum integration; field trips; and the role of the teacher as initiator, observer, group leader, and keeper of records. Also discussed are how to place students new to Montessori in the curriculum; developing a working relationship with the parents (conferencing and progress reports); being aware of cultural differences and diversity in all forms.</p>	<p>COURSE TITLE: MONTESSORI CLASSROOM METHODS (MO 647) OBJECTIVES: -To understand the role of the teacher. This role is an active one and is dependent upon the knowledge base and skills of the teacher. -To understand the importance of the child's exercise of freedom in building the responsibility necessary for the child's independent activity, both inside and outside the classroom. -To understand how to prepare a new environment and start a new class -To understand how to come into a previously prepared environment and continue working with children already present -To understand how to integrate new children into a class. -To understand how to conduct a class, including maintaining a plan book,</p>
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			<p>keeping daily records, adapting to the needs of particular children, and evaluating and reporting children's progress</p> <p>-To understand how to enlist the work of the children in30 maintaining their environment. In so doing, to understand how this practical work for the children assists their development. (WMI Elementary p. 5)</p>
<p>The ability to use formal and informal assessments to diagnose needs, plan and modify instruction, and record student progress</p>	<p>3b. Authentic assessment 2g. Assessment & documentation 2i. Support and intervention for learning differences 2j. Culturally responsive methods</p>	<p>6.3.5.12 Child Development Syllabus The thrust of this course will be to concentrate on the development of children from conception through the elementary years. The focus will be on the second plane child, or children between the ages of 6 and 12. The adult learner will be exposed to a variety of theories and concepts of child development. Developmental stages and their implications for home and school will be discussed. I. Major Theorists (Montessori, Piaget, Erikson, Vygotsky) II. Other Contributing Theorists III.</p>	<p>Montessori Child Psychology These lectures compare ages 6 to 12 and birth to age 6 with regard to physical and psychological development (including tendencies and sensitive periods). Special emphasis is given to the continued development and growth of the child as a builder of the human personality through the use of the human tendencies and psychological characteristics particular to this age group. (AMI Elementary Brochure p. 3)</p>

		<p>Learning Differences/The Brain (AMS Elementary IAMS p. 8)</p> <p>6.3.5.9 EI Classroom Leadership (Core)</p> <ol style="list-style-type: none"> 1. Freedom and Responsibility 2. The role of the teacher - guide, initiator, observer, group leader, mentor 3. Design and preparation of the classroom environment 4. Flexible scheduling, uninterrupted blocks of time, individual work plans 5. Curriculum planning – daily, weekly, monthly 6. Planning when to give individual and small group lessons 7. Record-keeping and monitoring individual student progress 8. Approaches to formal assessment 9. Large group activities 10. Building community (AMS TEP Handbook p. 92) 	<p>COURSE TITLE: MONTESSORI CLASSROOM METHODS (MO 647)</p> <p>OBJECTIVES: -To understand the role of the teacher. This role is an active one and is dependent upon the knowledge base and skills of the teacher.</p> <p>-To understand the importance of the child’s exercise of freedom in building the responsibility necessary for the child’s independent activity, both inside and outside the classroom.</p> <p>-To understand how to prepare a new environment and start a new class</p> <p>-To understand how to come into a previously prepared environment and continue working with children already present</p> <p>-To understand how to integrate new children into a class.</p> <p>-To understand how to conduct a class, including maintaining a plan book, keeping daily records,</p>
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			<p>adapting to the needs of particular children, and evaluating and reporting children's progress</p> <p>-To understand how to enlist the work of the children in32 maintaining their environment. In so doing, to understand how this practical work for the children assists their development. (WMI Elementary p. 5)</p>
<p>A commitment to professional growth and development through reflection, collaboration, and continuous learning</p>	<p>3e. Professional responsibilities 3f. Innovation and flexibility</p>	<p>6.3.5.11 Montessori Philosophy/Theory</p> <p>V. The preparation of the Montessorian</p> <p>B. The Montessorian as an intellectual & life-long learner</p> <ol style="list-style-type: none"> 1. Learning right along with the children 2. Identifying and overcoming the mental blocks that keep us from developing new skills - The gaps in our own experience 3. The teacher as an observer 4. The teacher as an experimenter (IAMS Elementary Syllabi pp 49-52) 	<p>COURSE TITLE: FOUNDATIONS OF THE MONTESSORI METHOD (MO 646)</p> <p>OBJECTIVES:</p> <p>-To understand the personal change and professional growth necessary for an adult to guide life—the adult's own life and the child's life. (WMI Elementary Syllabi p. 1)</p>

		<p>2.2 FUNDAMENTAL TENETS OF AN AMS-AFFILIATED TEACHER EDUCATION PROGRAM</p> <p>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.</p> <p>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 TEP p. 13)</p>	
The ability to analyze, evaluate, and apply quantitative and qualitative research;	3e. Professional responsibilities Participation in discussion	2.2 FUNDAMENTAL TENETS OF AN AMS-AFFILIATED TEACHER EDUCATION PROGRAM	COURSE TITLE: FOUNDATIONS OF THE MONTESSORI METHOD (MO 646)

	<p>3f. Innovation and flexibility Participation in discussion</p>	<p>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 TEP p. 13)</p> <p>6.3.5.12 Child Development Syllabus The thrust of this course will be to concentrate on the development of children from conception through the elementary years. The focus will be on the second plane child, or children between the ages of 6 and 12. The adult learner will be exposed to a variety of theories and concepts of child development. Developmental stages and their implications</p>	<p>OBJECTIVES: -To understand the personal change and professional growth necessary for an adult to guide life—the adult’s own life and the child’s life. (WMI Elementary Syllabi p. 1)</p>
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		for home and school will be discussed. I. Major Theorists (Montessori, Piaget, Erikson, Vygotsky) II. Other Contributing Theorists III. Learning Differences/The Brain IV. Summary and Wrap-up	
Understanding of the Virginia Standards of Learning for Computer Technology and the ability to use technology as a tool for teaching, learning, research, and communication	2f. Planning for instruction 2g. Assessment & documentation 3e. Professional responsibilities 3f. Innovation and flexibility	6.3.5.9 Classroom Leadership This course introduces the Adult Learner to basic principles of effective classroom management, environmental design, and parent involvement and education. Specific topics include starting a new class including the first day, week and month; planning a three-year cycle: preparation of the physical environment; ground rules; spiritual/psychological conditions of the environment; schedule preparation and record keeping; curriculum integration; field trips; and the role of the teacher as initiator, observer, group leader, and keeper of records. Also	COURSE TITLE: MONTESSORI CLASSROOM METHODS (MO 647) To understand how to conduct a class, including maintaining a plan book, keeping daily records, adapting to the needs of particular children, and evaluating and reporting children's progress. (WMI Elementary p. 5) Montessori teachers are instructed on basic systems within the Montessori method that include record keeping and observation and instructional planning. Individual schools will provide appropriate training for their staff on specific tools

		<p>discussed are how to place students new to Montessori in the curriculum; developing a working relationship (AMS Elementary IAMS p 11)</p> <p>Montessori teachers are instructed on basic systems within the Montessori method that include record keeping and observation and instructional planning. Individual schools will provide appropriate training for their staff on specific tools used for record keeping, assessment, communication and reporting.</p>	<p>used for record keeping, assessment, communication and reporting.</p>
<p>The ability to adapt task and interactions to maximize language development, conceptual understanding, and skill competence within each child's zone of proximal development</p>	<p>1c. Subject matter for each Course Level* (IT, EC, etc.) not to exclude:</p> <ul style="list-style-type: none"> ■ Level specific subject matter as outlined below* (practical life, language, geometry, etc.) ■ Cosmic education ■ Peace education ■ The arts ■ Fine and gross motor skills 	<p>6.2.5.1 Practical Life/Everyday Living Curriculum (Core) – Min. 32 hours</p> <ol style="list-style-type: none"> 1. Philosophy and rationale 2. Ground rules to grace and courtesy 3. Control of movement 4. Care of the person 5. Care of the environment 6. Food and nutrition <p>6.2.5.2 Sensorial Curriculum (Core) – Min. 32 hours</p>	<p>The Integrated Curriculum</p> <p>All subjects presented in the course are part of an integrated curriculum. While albums are made for each individual subject area, the lectures are presented in the approximate order they would be presented in the life of the child. So the early activities of all the areas are presented parallel to each other at the beginning of the course. This</p>

	<p>2a. Correct use of Montessori materials</p> <p>2b. Scope and sequence of curriculum (spiral curriculum)</p>	<p>1. Philosophy and rationale</p> <p>2. Materials aiding the education and refinement of the senses (Cylinder Blocks, Pink Tower, Brown Stair, Red Rods, Knobless Cylinders, Color Tablets, Geometric Cabinet, Constructive Triangles, Geometric Solids and Bases, Binomial and Trinomial Cube, Sound Cylinders, Bells, Rough and Smooth Boards, Fabric Matching, Mystery Bag, etc.)</p> <p>6.2.5.3 Language Curriculum (Core) – Min. 32 hours</p> <p>1. Philosophy and rationale</p> <p>2. Receptive and expressive language experiences</p> <p>3. Visual and auditory perceptual experiences</p> <p>4. Vocabulary development and enrichment</p> <p>5. Materials that aid the development of skills/concepts (Metal Insets, Sandpaper Letters, Movable Alphabets, Object Boxes, Puzzle Words, Action Commands, Model Farm or other miniature environment, Grammar Symbols, etc.): a.</p>	<p>continues in an age appropriate sequence with all of the subject areas together. In this way students see the interrelationships among the areas and this helps prepare them for interweaving all the subject areas together when they work with children in the future.</p> <p>Language</p> <p>This area begins with a review of the development of language in the child and its importance in the development of intelligence. Vocabulary development, further extensions in reading and language exercises suited to the ‘sensitivities’ of the child of this age group lead to reading with understanding. Further content includes the story of language, the history of writing, word study, spelling, grammar boxes and related classification along with analysis of simple, compound and complex sentences. Writing proceeds from short stories to composition, the structure of</p>
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		<p>Reading b. Penmanship c. Writing d. Function of words 6. Children’s literature 7. Drama 6.2.5.4 Mathematics Curriculum (Core) – Min. 32 hours 1. Philosophy and rationale 2. Materials that aid development of these concepts/skills: a. Introduction to numeration (Number Rods, Sandpaper Numerals, Spindle Boxes, 82 Cards and Counters, Short Bead Stair) b. The decimal system (Golden Beads, Decimal Numeral Cards) c. Functions of the decimal system (Golden Beads, Decimal Numeral Cards, Stamp Game, Small Bead Frame) d. Linear counting (Teens Boards, Tens Boards, Hundred Board, Short Chains, Long Chains) e. Memorization of basic arithmetic facts (Snake Games, Strip Boards, Bead Boards, Finger Charts) f. Fractions (Fraction Inset Circles) 3. Math applications</p>	<p>paragraphs and composition, appreciation and development of style, along with a history and study of literature. Mathematics, Arithmetic and Algebra The introduction to mathematics includes the development of the Mathematical Mind, indirect preparation leading to abstraction in mathematics and the purpose and use of the mathematical material. The following items are covered: The story of numbers, continuation of the hierarchy of numbers, linear counting, long multiplication and long division, laws of operations, multiples, factors, divisibility, group division, fractions (both common and decimal and their related operations), squares and cubes of numbers, powers of numbers, number bases (other than 10), squaring and square root, cubing and cube root, signed numbers, measurement, ratio and proportion, beginning algebra and word problems</p>
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		<p>6.2.5.5 Physical and Life Science Curriculum (Core)</p> <ol style="list-style-type: none"> 1. Philosophy and rationale 2. Botany (includes 3-part card sets) 3. Zoology (includes 3-part card sets) 4. Earth science 5. Physical science <p>6.2.5.6 Social Studies Curriculum (Core)</p> <ol style="list-style-type: none"> 1. Philosophy and rationale 2. Geography (Land and Water forms, Globes, Puzzle Maps, Flags, etc.) 3. History: time, calendar, seasons, personal history <p>(AMS TEP Handbook p.81, 82)</p>	<p>Mathematics: Geometry</p> <p>The development of the Mathematical Mind also includes Geometry. Arithmetic, Geometry and Algebra are intertwined in Mathematics in a way that provides more meaning and understanding than if one takes the branches of Mathematics separately. Particular contributions from Geometry include the concepts of equal, similar and equivalent; exploration with constructive triangles; a study of polygons along with circle/angles/lines in all their details; equivalence of plane figures; area and related formulae; and volume, from equivalency to calculation of volume and formulae.</p> <p>Geography (Including Physics and Chemistry)</p> <p>Geography is explored through the use of stories, experiments, charts and children’s activities. Geography study has two main sections: natural geography and human geography.</p>
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			<p>Natural geography includes: creation of the earth, composition of the earth, laws that elements must follow, movements of the earth and their consequences along with the work of air and water. Human geography includes how people have met their needs while living in different zones on the Earth, the interdependence of humans in society and economic geography.</p> <p>Biology</p> <p>Biology is explored through the use of stories, experiments, charts and children's activities. The study of biology includes two main areas: botany and zoology. Botany begins with The Story of Plants and then proceeds to look at the needs of plants, the function of leaves, roots, stems, flowers, fruits and seeds as well as their varieties and their classification. Zoology includes story material about animals, examination of body functions and classification. Botany and</p>
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			<p>zoology are united in a study of ecology.</p> <p>History Stories, time lines and charts aid in the presentation of both natural history and human history. Natural history includes geology and the changes in the Earth over time along with the coming of life on Earth. Human history includes the coming of human beings, the fundamental needs of humans, the hunting and gathering of food, the development of agriculture, the growth of urban ways of living, the development of civilizations, migrations, the growth of culture ... to the present day. Children move from telling time on a clock to a linear representation of time that enables them to grasp the length of time that it has taken for all of the above to happen.</p> <p>Music Areas covered in music include singing, listening, music theory and ear training, movement and rhythm, playing instruments, history</p>
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			and literature. Montessori music is designed to be a regular part of the children's everyday environment so it is a regular part of the integrated curriculum. (AMI Elementary Brochure p 3,4)
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Middle Education

Virginia Methods Standards	Overview and MACTE Guide to MACTE Accreditation p 22	AMS Affiliate AMS TEP Handbook	AMI Affiliate 2020 12 to 18 Diploma Proposal
a. Understanding of the required knowledge, skills, and processes to support learners in achievement of the Virginia Standards of Learning for grades 6-8	Please see pp. 8-11 in APS Alt. Licensure App REVISED	Please see pp. 8-11 in APS Alt. Licensure App REVISED	Please see pp. 8-11 in APS Alt. Licensure App REVISED
b. The use of appropriate methods, including direct instruction and inquiry-based instructional methods, to help learners develop knowledge	1a. Montessori Philosophy 1c. Subject matter for each Course Level*	6.4.1 AMS PHILOSOPHY AND GOALS: THE SECONDARY I & SECONDARY I-II ENVIRONMENT	B. Montessori Theory for the Third Plane and Key Experiences for the Third Plane Objectives:

<p>and skills, sustain intellectual curiosity, and solve problems</p>	<p>2b. Scope and sequence of curriculum (spiral curriculum) 2c. The prepared environment 2e. The purpose and methods of observation 2f. Planning for instruction 2g. Assessment & documentation 3a. Classroom leadership 3b. Authentic assessment</p>	<p>4. Allows for personalized pacing and progress where possible and appropriate. 5. Allows students ample opportunities, interwoven throughout the curriculum, to move around and work with their hands. 6. Emphasizes a sense of collaborative and cooperative learning among its students, rather than academic competition. 8. Provides a wide range of experiential learning opportunities interwoven throughout the curriculum to allow students to learn through experience and practical application. 9. Evaluates students on a logical, objective basis and includes student self-assessment opportunities. 10. Offers a curriculum that is oriented toward the development of high-order "formal" thinking, not simply memorization. 11. Offers the student a broad view of the world through the curriculum, emphasizing the</p>	<ul style="list-style-type: none"> ● To introduce and study developmental principles for the third plane ● To provide key experiences for understanding the needs and characteristics of adolescents and the nature of the environment that developmentally responds to them ● To provide a first-hand experience of a prepared environment for living, working and studying in a residential, interdependent community, including the opportunity to work with and observe adolescents in the context of residential and community life experiences ● To introduce various frameworks for study and work for adolescents ● To introduce the Montessori perspective on the disciplines (2020 12 to 18 Diploma Proposal p. 10-13)
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		<p>historical development of ideas and an international perspective. 12. Consciously strives to help students to develop maturity, high self-esteem, independence, responsibility, compassion, and openness to new experiences and learning, patience and self-discipline, acceptance of others, and satisfying social relationships. 13. Provides for a multi-disciplinary approach to learning and an interdisciplinary approach to program planning.</p> <p>(AMS TEP Handbook pp106-107)</p>	
c. The ability to plan and teach collaboratively to facilitate interdisciplinary learning	<p>3e. Professional responsibilities Participation in discussion</p> <p>3f. Innovation and flexibility</p>	<p>6.4.1 AMS PHILOSOPHY AND GOALS: THE SECONDARY I & SECONDARY I-II ENVIRONMENT</p> <p>1. Consciously strives to create a sense of community among the faculty and students, allowing many opportunities for student participation in the planning and operation of</p>	<p>D. Work with Heads of School and Team Members</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To make connections with and communicate with Heads of School and other team members in order to provide context for the diploma course student's work and the training center's expectations of the course student

		<p>the life of the school community.</p> <p>2. Consciously strives to introduce students into the life, functions, and social issues of the community in which they live, both through the curriculum and through field experiences, service learning, business internships, cultural exchange programs, economic endeavors, and work projects.</p> <p>3. Consciously strives to facilitate each student (AMS TEP Handbook p. 106)</p>	<ul style="list-style-type: none"> ● To support whole-school integration of adolescent programs ● To cultivate ongoing communication and dialogue between teachers, Heads of School, and diploma course personnel (2020 12 to 18 Diploma Proposal p. 17-18)
<p>d. The use of differentiated instruction and flexible groupings to meet the needs of learners at different stages of development, approaches to learning abilities, and achievement;</p>	<p>2f. Planning for instruction</p> <p>2g. Assessment & documentation</p> <p>2i. Support and intervention for learning differences</p> <p>3b. Authentic assessment</p>	<p>6.4.1 AMS PHILOSOPHY AND GOALS: THE SECONDARY I & SECONDARY I-II ENVIRONMENT</p> <p>4. Allows for personalized pacing and progress where possible and appropriate.</p> <p>5. Allows students ample opportunities, interwoven throughout the curriculum, to move around and work with their hands.</p> <p>6. Emphasizes a sense of collaborative and cooperative learning among its students,</p>	<p>Practice Teaching (side-by-side work) “Side-by-side work” defined: Adults provide a variety of experiences and opportunities in their interactions with and support of adolescents. Various adults work in or visit the adolescent community and act as co-participants in the social organization, as guides and mentors, as partners in work, as well as teachers of skill and knowledge. Adolescents need adults to partner with them in</p>

		<p>rather than academic competition.</p> <p>7. Encourages students to learn from their mistakes without anxiety, providing opportunities for self-reflection and self-assessment. (AMS TEP Handbook p. 106)</p>	<p>a way that is respectful and collaborative by guiding, processing, demonstrating, providing feedback, mentoring, and listening—honoring the adolescent’s potential to reach independence from the adult. They need to have access to adults who represent different aspects of adult life and different vocations.</p> <p>Adolescents also need to meet 'teachers' as lecturers and experts in sometimes very academic settings, which is important for later in-depth exploration and study of a discipline. However, those of us who work with adolescents have come to emphasize the term “side-by-side work” over the use of the term “to teach,” since “teacher as authority” is a culturally ingrained assumption about the role of adults that needs to be changed in the thinking of many adults who enter work. For the sake of clarity in this document, however, we will use the term “Practice</p>
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			Teaching.” (2020 12 to 18 Diploma Proposal p. 10-13)
The ability to utilize effective classroom management skills through methods that build responsibility and self-discipline, promote self-regulation, and maintain a positive learning environment	3a. Classroom leadership 2j. Culturally responsive methods 3c. Montessori philosophy and methods (materials)	6.4.5.2 Classroom Leadership (Core) – 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 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 (AMS TEP Handbook p. 110) 6.4.5.4 Adolescent Psychology (Foundational)	C.Practice Teaching (side-by-side work) “Side-by-side work” defined: Adults provide a variety of experiences and opportunities in their interactions with and support of adolescents. Various adults work in or visit the adolescent community and act as co-participants in the social organization, as guides and mentors, as partners in work, as well as teachers of skill and knowledge. Adolescents need adults to partner with them in a way that is respectful and collaborative by guiding, processing, demonstrating, providing feedback, mentoring, and listening—honoring the adolescent’s potential to reach independence from the adult. They need to have access to adults who represent different aspects of adult life and different vocations. Adolescents also need to meet 'teachers' as lecturers and

		<ol style="list-style-type: none"> 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 (AMS TEP Handbook, p. 111) 	<p>experts in sometimes very academic settings, which is important for later in depth exploration and study of a discipline. However, those of us who work with adolescents have come to emphasize the term “side-by-side work” over the use of the term “to teach,” since “teacher as authority” is a culturally ingrained assumption about the role of adults that needs to be changed in the thinking of many adults who enter this work. (2020 12 to 18 Diploma Proposal p. 10-13)</p>
<p>The ability to modify and manage learning environments and experiences to meet the individual needs of children, including children with disabilities, gifted children, children who are English learners, and children with diverse cultural needs;</p>	<p>2e. The purpose and methods of observation 2f. Planning for instruction 2g. Assessment & documentation 2h. Reflective practice 2i. Support and intervention for learning differences Written assignments, class discussion 2j. Culturally responsive methods</p>	<p>2.2 FUNDAMENTAL TENETS OF AN AMS-AFFILIATED TEACHER EDUCATION PROGRAM</p> <p>8. 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.</p>	<p>B. Montessori Theory for the Third Plane and Key Experiences for the Third Plane</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● To introduce and study developmental principles for the third plane ● To provide key experiences for understanding the needs and characteristics of adolescents and the nature of the environment that

		<p>Recordkeeping documents the on-going observations and learning outcomes that become the basis for future planning.</p> <p>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. (AMS TEP Handbook p. 5-6)</p> <p>6.4.5.4 Adolescent Psychology (Foundational) – Min. I: 24 hours/I-II: 40 hours</p> <ol style="list-style-type: none"> 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 (AMS TEP p. 111) <p>6.4.5.2 Classroom Leadership (Core) – Min. I: 80 hours/I-II: 100 hours</p> <p>How Secondary teachers lead, organize, and</p>	<p>developmentally responds to them</p> <ul style="list-style-type: none"> ● To provide a first-hand experience of a prepared environment for living, working and studying in a residential, interdependent community, including the opportunity to work with and observe adolescents in the context of residential and community life experiences ● To introduce various frameworks for study and work for adolescents ● To introduce the Montessori perspective on the disciplines (2020_12to18 Diploma Proposal p. 10).
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		structure the classroom (AMS TEP Handbook p. 110)	
The ability to use formal and informal assessments to diagnose needs, plan and modify instruction, and record student progress	2e. The purpose and methods of observation 2f. Planning for instruction 2g. Assessment & documentation. 2h. Reflective practice 2i. Support and intervention for learning differences 2j. Culturally responsive methods	6.4.1 AMS PHILOSOPHY AND GOALS: THE SECONDARY I & SECONDARY I-II ENVIRONMENT 9. Evaluates students on a logical, objective basis and includes student self-assessment opportunities. 10. Offers a curriculum that is oriented toward the development of high-order "formal" thinking, not simply memorization. 11. Offers the student a broad view of the world through the curriculum, emphasizing the historical development of ideas and an international perspective. 12. Consciously strives to help students to develop maturity, high self-esteem, independence, responsibility, compassion, and openness to new experiences and learning,	B. Montessori Theory for the Third Plane and Key Experiences for the Third Plane Objectives: <ul style="list-style-type: none"> ● To introduce and study developmental principles for the third plane ● To provide key experiences for understanding the needs and characteristics of adolescents and the nature of the environment that developmentally responds to them ● To provide a first-hand experience of a prepared environment for living, working and studying in a residential, interdependent community, including the opportunity to work with and observe adolescents in the context of residential and community life experiences

		<p>patience and self-discipline, acceptance of others, and satisfying social relationships.</p> <p>13. Provides for a multi-disciplinary approach to learning and an interdisciplinary approach to program planning. (AMS TEP p. 106)</p>	<ul style="list-style-type: none"> ● To introduce various frameworks for study and work for adolescents ● To introduce the Montessori perspective on the disciplines (2020_12-18 AMI Diploma Course p. 10)
<p>A commitment to professional growth and development through reflection, collaboration, and continuous learning</p>	<p>3e. Professional responsibilities</p> <p>3f. Innovation and flexibility</p>	<p>2.2 FUNDAMENTAL TENETS OF AN AMS-AFFILIATED TEACHER EDUCATION PROGRAM</p> <p>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.</p> <p>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 TEP Handbook 5-6)</p>	<p>Montessori teacher education programs instill in candidates the importance of continuous education, reflection and improvement through personal reflection, feedback loops, observation in colleague classrooms, professional development, peer-to-peer networking and mentoring. AMI/USA specifically offers an adolescent track at its annual conference.</p>

<p>The ability to analyze, evaluate, and apply quantitative and qualitative research;</p>	<p>3e. Professional responsibilities 3f. Innovation and flexibility</p>	<p>2.2 FUNDAMENTAL TENETS OF AN AMS-AFFILIATED TEACHER EDUCATION PROGRAM</p> <p>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.</p> <p>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 TEP Handbook 5-6)</p> <p>6.4.5.2 Classroom Leadership (Core) –</p>	<p>D. Preparation for Observation, Practice Teaching, and Literature Review</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● To introduce and study the role of observation in Montessori education ● To set students up with clear objectives and protocols for interim academic year observations ● To set students up with clear objectives and professional protocols for literature review (2020 12 to 18 Diploma Proposal p. 13-14)

		<p>1. Current trends and research in secondary education and adolescent development</p> <p>6.4.5.4 Adolescent Psychology (Foundational) – Min. I: 24 hours/I-II: 40 hours</p> <p>1. Early and middle adolescent stages and application in program development</p> <p>2. Physical development, including brain development</p> <p>3. Cognitive development</p> <p>4. Psycho-social development</p> <p>5. Moral development</p> <p>6. Adolescents’ concerns and issues and support service (AMS TEP Handbook pp 110-11)</p>	
<p>The ability to use technology as a tool for teaching, learning, research, and communication</p>	<p>2f. Planning for instruction</p> <p>2g. Assessment & documentation</p> <p>3e. Professional responsibilities</p> <p>3f. Innovation and flexibility</p>	<p>6.4.5.3 Curriculum Design and Implementation (Core) –</p> <p>13. Appropriate use of technology in the Secondary classroom</p> <p>Montessori teachers are instructed on basic systems within the Montessori method that include record keeping</p>	<p>The Study of Human Progress and the Building Up of Civilization:</p> <p>What uses of technology, development of technology, and interaction with technology might be necessary purposeful work to meet the community’s</p>

		<p>and observation and instructional planning. Individual schools will provide appropriate training for their staff on specific tools used for record keeping, assessment, communication and reporting.</p>	<p>fundamental needs? What technology will be available on site to meet human needs? How might the use of technology—history and ethics—be explored in the context of purposeful work? How might the science behind technology be experienced and explored in the context of purposeful work? What experts in technology and its applications, history, or ethics are in your area and could be invited to bring their expertise (2020 12 to 18 Diploma Proposal p. 49)</p> <p>Montessori teachers are instructed on basic systems within the Montessori method that include record keeping and observation and instructional planning. Individual schools will provide appropriate training for their staff on specific tools used for record keeping, assessment, communication and reporting.</p>
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<p>An understanding of how to apply a variety of school organizational structures, schedules, groupings, and classroom formats appropriately for middle level learners</p>	<p>2f. Planning for instruction 2c. The prepared environment 2d. Parent/teacher/family/community partnership</p>	<p>6.4.5.2 Classroom Leadership 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</p>	<p>C. Practice Teaching (side-by-side work) “Side-by-side work” defined: Adults provide a variety of experiences and opportunities in their interactions with and support of adolescents. Various adults work in or visit the adolescent community and act as co-participants in the social organization, as guides and mentors, as partners in work, as well as teachers of skill and knowledge. Adolescents need adults to partner with them in a way that is respectful and collaborative by guiding, processing, demonstrating, providing feedback, mentoring, and listening—honoring the adolescent’s potential to reach independence from the adult. They need to have access to adults who represent different aspects of adult life and different vocations. Adolescents also need to meet ‘teachers’ as lecturers and experts in sometimes very academic settings, which is</p>
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		observation, written, performance, self, and use of portfolios	important for later in depth exploration and study of a discipline. However, those of us who work with adolescents have come to emphasize the term “side-by-side work” over the use of the term “to teach,” since “teacher as authority” is a culturally ingrained assumption about the role of adults that needs to be changed in the thinking of many adults who enter this work. (2020 12-18 AMI Diploma Proposal pp 17,18)
Skill in promoting the development of all student abilities for academic achievement and continued learning	2b. Scope and sequence of curriculum (spiral curriculum) 2c. The prepared environment 2f. Planning for instruction 2g. Assessment & documentation 2h. Reflective practice 2i. Support and intervention for learning differences 2j. Culturally responsive methods 3a. Classroom leadership 3b. Authentic assessment	6.4.5.2 Classroom Leadership 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	Practice Teaching (side-by-side work) Objectives: ● To provide students with the opportunity to work with adolescents and deepen their understanding of third plane developmental principles through direct experience of study and work with adolescents (practice teaching) ● To provide students with the opportunity to strengthen a

		<p>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</p> <p>6.4.5.3 Curriculum Design and Implementation</p> <p>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</p>	<p>developmental lens on adolescents through guided experience in practice teaching and trainer/advisor feedback on observations of their interactions with adolescents</p> <ul style="list-style-type: none"> • To provide trainer/advisor on-site and remote feedback and coaching during practice teaching (2020 12-18 AMI Diploma Program p. 10)
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		<p>Valorization, including economic experiences, outdoor education and land-based experiences (Erdkinder), 111 service learning opportunities, career exploration, field studies, and cultural exchange programs</p> <p>4. Structures curriculum and learning activities for large blocks of uninterrupted work time to foster 'flow' and deep concentration that leads to normalization</p> <p>7. Divergent and high-level thinking, especially through dialogue and discussions</p> <p>8. Providing choice through multi-intelligence and modalities</p> <p>9. Active and experiential learning</p> <p>10. Small and whole group learning experiences</p> <p>11. Elements that support student interdependence and independence in the classroom</p>	
The ability to adapt task and interactions to maximize language development, conceptual understanding,	<p>2b. Scope and sequence of curriculum (spiral curriculum)</p> <p>2c. The prepared environment</p>	<p>6.4.5.2 Classroom Leadership</p> <p>3. The role of the teacher in the Montessori Secondary</p>	<p>Practice Teaching (side-by-side work)</p> <p>Objectives:</p>

<p>and skill competence within each child's zone of proximal development</p>	<p>2f. Planning for instruction 2g. Assessment & documentation 2h. Reflective practice 2i. Support and intervention for learning differences 2j. Culturally responsive methods 3a. Classroom leadership 3b. Authentic assessment</p>	<p>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</p>	<ul style="list-style-type: none"> ● To provide students with the opportunity to work with adolescents and deepen their understanding of third plane developmental principles through direct experience of study and work with adolescents (practice teaching) ● To provide students with the opportunity to strengthen a developmental lens on adolescents through guided experience in practice teaching and trainer/advisor feedback on observations of their interactions with adolescents ● To provide trainer/advisor on-site and remote feedback and coaching during practice teaching (2020 12-18 AMI Diploma Program)
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		<p>6.4.5.3 Curriculum Design and Implementation</p> <p>1. Meaningful and thematic curriculum that integrates academic subjects and connects with the adolescent</p> <p>2. Global and cosmic perspective</p> <p>3. Elements of a Montessori Secondary program that lead to Valorization, including economic experiences, outdoor education and land-based experiences (Erdkinder), 111 service learning opportunities, career exploration, field studies, and cultural exchange programs</p> <p>4. Structures curriculum and learning activities for large blocks of uninterrupted work time to foster 'flow' and deep concentration that leads to normalization</p> <p>7. Divergent and high-level thinking, especially through dialogue and discussions</p> <p>8. Providing choice through multi-intelligence and</p>	
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		modalities 9. Active and experiential learning 10. Small and whole group learning experiences 11. Elements that support student interdependence and independence in the classroom	
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Standard 7: SMART Goal Setting Form

Teacher's Name: _____ School: _____

Subject/Grade or Position: _____ School Year: ____ - ____

Directions: This form is a tool to assist teachers in setting a SMART goal that results in measurable learner progress. NOTE: When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically into the cells (the boxes will expand to fit the text).

Specific, Measurable, Appropriate, Realistic but Rigorous, Time Limited

Initial Goal Submission (due by _____ to the evaluator)

<i>I. Setting (Describe the population and special learning circumstances.)</i>		
<i>II. Content/Subject/Field Area (The area/topic addressed based on learner achievement, data analysis, or observational data.)</i>		
<i>III. Baseline Data (What is shown by the current data?)</i>	<input type="checkbox"/> <i>Data attached</i>	
<i>IV. SMART Goal (Describe what you want learners/program to accomplish.)</i>		
<i>V. Means for Attaining Goal (Strategies used to accomplish the goal)</i>		
Instructional Strategy	Evidence	Target Date

Teacher's -Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Print or Type Evaluator's Name: _____

<p>Mid-Year Teacher Reflection: <input type="checkbox"/> <i>Data attached</i> In this section you will type your reflection on the progress you have made on your SMART Goal. Are you on track to meet your goal? Why or why not? Are there any adjustments that need to be made as you move forward with your goal?</p>
<p>End of Year Teacher Reflection <i>Did you meet your SMART Goal?</i> <input type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i> <input type="checkbox"/> <i>Data attached</i></p> <p>In this section you will type your reflection on the results of your SMART Goal. Was your goal met? Why or why not? What are the implications for your future work based on these results?</p> <p>Teacher's Signature: _____ Date: _____ Evaluator's Signature: _____ Date: _____ Print or Type Evaluator's Name: _____</p>

Kindergarten ELA Standards of Learning/Montessori Alignment

*standards in yellow are power standards

VA STANDARDS OF LEARNING	MONTESSORI LESSONS ADDRESSING THE STANDARDS
K.1 The student will build oral communication skills.	
a) Listen actively and speak using agreed-upon rules for discussion.	Grace and courtesy, modeling, large and small group discussions, question game, classification cards
b) Express ideas in complete sentences and express needs through direct requests.	Grace and courtesy, modeling, large and small group discussions, question game
c) Initiate conversations.	Grace and courtesy, modeling, large and small group discussions, question game
d) Follow implicit rules for conversation, including taking turns and staying on topic.	Grace and courtesy, modeling, large and small group discussions, question game, classification cards
e) Listen and speak in informal conversations with peers and adults.	Grace and courtesy, modeling, large and small group discussions, question game, classification cards
f) Discuss various texts and topics collaboratively and with partners.	Grace and courtesy, modeling, large and small group discussions, question game, classification cards
g) Use voice level, phrasing, and intonation appropriate for various language situations.	Grace and courtesy, modeling, large and small group discussions, question game, classification cards
h) Follow one- and two-step directions.	Grace and courtesy, modeling, large and small group discussions, question game, command cards, all lessons
i) Ask how and why questions to seek help, get information, or clarify information.	Question game
j) Work respectfully with others.	Grace and courtesy lessons, modeling, large and small group lessons

VA STANDARDS OF LEARNING	MONTESSORI LESSONS ADDRESSING THE STANDARDS
K.2 The student will demonstrate growth in oral, early literacy skills.	
a) Listen and respond to a variety of texts and media.	Circle Time: Group story time/ audio books/ videos
b) Participate in a variety of oral language activities including choral and echo speaking and recitation.	Circle Time:Group time singing/ Finger plays/Songs/Poems
c) Tell stories orally.	Individual work : “ Picture story”(Dictate story to teacher based on picture/photo). Sharing time Writing a story and telling it to class.
d) Participate in creative dramatics.	Write lines to a play and act out. Act out stories at large group time.

VA STANDARDS OF LEARNING	MONTESSORI LESSONS ADDRESSING THE STANDARDS
K.3 The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.	
a) Begin to discriminate between spoken sentences, words, and syllables.	Conversation time, stories
b) Identify and produce words that rhyme.	Rhyming words (listening game), matching rhyming objects/pictures, https://etcmontessorionline.com/rhyming-activities-with-objects/ https://www.montessoriservices.com/rhyming-words I spy

	https://www.montessoriservices.com/language-object-starter-set-2019-2020
c) Blend and segment multisyllabic words at the syllable level.	Syllable sorting objects/pictures https://www.montessoriservices.com/language-object-starter-set-2019-2020 https://etcmontessorionline.com/syllable-sorting/
d) Blend and segment one-syllable words into phonemes including onset and rime.	phonogram boxes https://www.montessoriservices.com/phonetic-object-box-2
e) Identify words according to shared beginning and/or ending sounds.	Sound sorting boxes, phonogram boxes, I Spy https://www.montessoriservices.com/language-object-starter-set-2019-2020
f) Blend sounds to make one-syllable words.	phonetic object box, I spy baskets https://www.montessoriservices.com/language-object-starter-set-2019-2020
g) Segment one-syllable words into individual phonemes.	I-spy Basket, object box, mystery bag https://www.montessoriservices.com/language-object-starter-set-2019-2020 https://www.montessoriservices.com/mystery-bag-blindfold-set

VA STANDARDS OF LEARNING	MONTESSORI LESSONS ADDRESSING THE STANDARDS
K.4 The student will understand how print is organized and read.	
a) Hold print materials in the correct position.	CircleTime and small group lessons on holding a book, demonstrate and model proper book reading and what it looks like
b) Identify the front cover, back cover, and title page of a book.	Circle Time and small group direct instruction on identifying parts of a book, modeling during reading time

c) Distinguish between print and pictures.	Waseca materials, all three part cards, modeling during circle, small group lessons
d) Follow words from left to right and from top to bottom on a printed page.	Practical life: Washing, polishing, spooning, pouring, all sensorial lessons, movable alphabet, metal insets, 3 part cards, Group and individual direct instruction
e) Match voice with print.	Movable Alphabet, Phonetic readers, CircleTime reading, explicit instruction on words to print in small group and one on one, Waseca cards

VA STANDARDS OF LEARNING	MONTESSORI LESSONS ADDRESSING THE STANDARDS
K.5 The student will demonstrate an understanding that print conveys meaning.	
a) Identify common signs and logos.	Labeling the Environment
b) Explain that printed materials provide information.	Lessons on fiction and non-fiction
c) Read and explain own writing and drawings.	Creative Writing (journal)
d) Read his/her name and commonly used high-frequency words.	Puzzle Words and High Frequency Words

VA STANDARDS OF LEARNING	MONTESSORI LESSONS ADDRESSING THE STANDARDS
K.6 The student will develop an understanding of basic phonetic principles.	
a) Identify and name the capital and lowercase letters of the alphabet.	Sandpaper Letters (include sequence that letters are presented) https://etcmontessorionline.com/lower-and-upper-case-letter-differentiation/

b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.	Sandpaper Letters, Moveable Alphabet (scanning and word-building);
c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.	Waseca Reading Program, beginner phonetic readers (BOB Books)
d) Identify initial consonant sounds in one-syllable words.	Sandpaper Letter and Objects, Initial Sounds and Pictures https://etcmontessorionline.com/initial-and-ending-sound-recognition/
e) Identify final consonant sounds in one-syllable words.	Ending Sound Work https://etcmontessorionline.com/initial-and-ending-sound-recognition/

VA STANDARDS OF LEARNING	MONTESSORI LESSONS ADDRESSING THE STANDARDS
K.7 The student will expand vocabulary and use of word meanings.	
a) Discuss meanings of words.	Vocabulary Enrichment
b) Increase vocabulary by listening to a variety of texts read aloud.	Vocabulary Enrichment
c) Use vocabulary from other content areas.	Vocabulary Enrichment
d) Ask about words not understood.	Vocabulary Enrichment
e) Use number words.	Puzzle Words
f) Use nouns to identify and name people, places, and things.	Function of Words Lessons - nouns
g) Use adjectives to describe location, size, color, and shape.	Function of Words Lessons - adjectives
h) Use verbs to identify actions.	Function of Words Lessons - verbs

VA STANDARDS OF LEARNING	MONTESSORI LESSONS ADDRESSING THE STANDARDS
K.8 The student will demonstrate comprehension of fictional texts.	
a) Identify the role of an author and an illustrator.	Read alouds
b) Relate previous experiences to what is read.	Read alouds
c) Use pictures to make predictions.	Read alouds
d) Ask and answer questions about what is read.	Read alouds
e) Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle, and end.	Read alouds, sequencing work https://etcmontessorionline.com/story-sequence-cards-kit-1/ https://etcmontessorionline.com/story-sequence-cards-kit-2/

VA STANDARDS OF LEARNING	MONTESSORI LESSONS ADDRESSING THE STANDARDS
K.9 The student will demonstrate comprehension of nonfiction texts.	
a) Use pictures to identify topic and make predictions.	Conversation Cards, small objects
b) Identify text features specific to the topic, such as titles, headings, and pictures.	Whole Group, small group, individual Presentation Questions and Answers Reading and Listening
c) Ask and answer questions about what is read.	Whole Group

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K.10 The student will print in manuscript.	MONTESSORI LESSONS ADDRESSING THE STANDARDS
a) Print capital and lowercase letters of the alphabet independently.	Sandpaper Letters, Sand Tray, Waseca Writing Materials
b) Print his/her first and last names.	Sand Tray, Waseca Writing Materials, Different types of paper moving from simple to complex, metal insets

VA STANDARDS OF LEARNING	MONTESSORI LESSONS ADDRESSING THE STANDARDS
K.11 The student will write in a variety of forms to include narrative and descriptive.	
a) Differentiate pictures from writing.	Lucy Calkins writing program
b) Use prewriting activities to generate ideas including drawing pictures.	Lucy Calkins writing program
c) Use letters to phonetically spell words that describe pictures or experiences.	Movable Alphabet, 3-part cards, sound game
d) Write left to right and top to bottom.	Modeling writing and guiding with writing papers
e) Compose simple sentences.	Parts of speech/Function of Word Games
f) Begin each sentence with a capital letter and use ending punctuation.	
g) Share writing with others.	Lucy Calkins

VA STANDARDS OF LEARNING	MONTESSORI LESSONS ADDRESSING THE STANDARDS
K.12 The student will conduct research to answer questions or solve problems using available resources.	

a) Generate topics of interest.	Movable Alphabet lists, Science Curriculum, Nurturing a sense of wonder/Inquiry, Personal Experience, the prepared environment
b) Generate questions to gather information.	Nurture a Sense of Wonder Personal Experience
c) Identify pictures, texts, or people as sources of information.	
d) Find information from provided sources.	

Proposal for an AMI 12-18 Diploma Course Content and Components

Prepared and submitted by the Executive Studies Team of the Adolescent Initiative: David Kahn, Brian Sense, Jenny Høglund, Laurie Ewert-Krocker, Patricia Pantano, Benedict Moudry, and Michael Waski with Jacquie Maughan as a link to the AMI Steering Committee.

February 2020

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Introduction

Process of Designing a 12-18 Diploma Course

The content and components proposed here for the AMI 12-18 Diploma Course were arrived at by a process of examining and distilling Montessori principles for the third plane over a 20-year period through the study of Maria Montessori’s writing, through sharing and examining implementation practices at pioneer Montessori adolescent programs in Europe, North America, Asia, and Australia, and through the yearly collaboration of Montessori professionals at the AMI-NAMTA-Great Work Montessori Orientation to Adolescent Studies.

Beginning in September of 2017, a committee was formed (the Executive Studies Team of the Adolescent initiative—the EST) as a joint effort of AMI, NAMTA, and Great Work, Inc. to consider and propose the framework and content of a full AMI Diploma Course for the third plane and to consider what other certificate courses or workshops might be appropriate to help communities interested in Montessori education begin the process of developing authentic Montessori adolescent programs. The EST organized and conducted international gatherings (Deep Dives) with experienced, oriented, and AMI trained third plane practitioners, as well as two Colloquiums that were open to adolescent practitioners from around the world, in order to distill and discuss our overall understanding of developmental principles as applied to the 12-18-year-old. The summaries of these explorations were published on the Great Work, Inc. website and reviewed by the EST. The EST then generated a framework of content and methods for a full diploma course. The final submission of the course content and methodology articulated in this document,

then, was derived from both knowledge of Montessori principles across the planes as well as observation of and practical experience with adolescents.

Vision

The goal of the AMI 12-18 Diploma Course is to immerse the participant in experiences of both Montessori theory and methodology of the third plane that will allow them to understand and support the natural development of the adolescent ages 12-18.

Content

The content presented here reflects both knowledge and experience of the third plane and is focused on the *universal principles* of development in adolescents 12- 18 through a Montessori lens. The expectation in offering the course is that diploma holders across the globe will be able to implement the principles in an authentic way in the context of their individual environments, circumstances, cultural context, and national curriculum. Since the breadth of content required for the education of the 12-18-year-old is beyond the scope of a training course, participants are expected to come with discipline expertise as necessary and be open to the methodology of a Montessori developmental approach. The course does not deliver specialized content for any particular discipline or area of expertise but provides developmental principles on how to approach the disciplines. Maria Montessori offers a developmental framework for content and its organization based on engaging and responding to the evolving needs and characteristics of the adolescent. This is the framework the course will provide.

Timing and Organization of the Course

The nature and experience of a diploma course for the third plane has less specific discipline and lesson-related content than other diploma courses. The focus of the course is to provide an in-depth study of human development and Montessori principles that support it, an in-depth study of adolescent development, extensive experiences of engaging the prepared environment for adolescents, analysis and research of adolescent development and content related to the practitioner's particular situation, and coached designing of frameworks for a broad integration of study and work as a direct response to the needs of the adolescent's immediate community. Diploma course students will develop individualized plans of study and work for their particular educational role, context, and responsibilities. They will learn not only from Montessori trainers, but also from experienced advisors, practitioners, and topic-related experts. Each student will have an advisor who is present for the all lectures, seminars, discussions, and activities, who will read and respond to the student's work, oversee the individualized plan of the student, assist in coaching the student throughout the course, and be available for check-ins during the interim academic year.

Although most AMI diploma courses take up to 3 weeks to review for and administer written and oral exams, the 12-18 Diploma Course has built-in review throughout the second summer. Key principles are revisited directly through seminars and discussions, they are revisited as students report on and get feedback on their observation and practice teaching experiences, and they are revisited as students are coached in designing their Plans of Study and Work and Year-long Plans. Specific review sessions will be built into the last 3-4 weeks of the course.

Timing of the Course (as proposed for 2020-2021)

Part 1: Summer 1

- 6 weeks of daily lectures, seminars, discussions, activities, and relevant pedagogical experiences 8:30 am - 4:30 pm
- 2 weeks (embedded in the first 6 weeks) of required residence on-site during which the student participates in all aspects of community living: cooking, cleaning, taking care of a farm/garden, animals, on-site environment, repair and maintenance, local natural resources and participating in economic activities

- Hours of residential life outside of 8:30-4:00 instructional hours
 - 7:00 am - 8:30 am x 10 days = 15 hours
 - 4:00 pm - 9:00 pm x 10 days = 50 hours
 - 8:00 am - 9:00 pm x 2 days (weekend) = 24 hours
- Total: 89 hours

Part 2: Interim Academic Year

- 3 weeks of Observation

First Plane: 12 hours total

- 0-3 morning (3 hours)
- 3-6 morning and afternoon (9 hours)

Second Plane: 18 hours total

- 6-9 (9 hours)
- 9-12 (9 hours)
- or 18 hours combined 6-12

Third Plane: 80 hours total

- 40 hours in student's own community
- 40 hours in another adolescent community
- 2 weeks of Practice Teaching (variable time periods based on length and time of prepared Study and Work Plan to be implemented)
- 1 week (25-40 hours) Literature Review: research, note-taking, generating a paper
- 1 week (25-40 hours) of preparation and documentation of an additional Plan of Study and Work
- 15 hours of Advisory Group Check-ins (remote), 6 meetings of 90 minutes each
- Additional work on revising Theory Papers and Lexicons

Part 3: Summer 2

6 weeks of Daily Sessions 8:30 am – 4:30 pm

- 4 weeks of additional lectures, revisiting of key principles through seminars and discussions, presentation of student observation and practice-teaching reports, presentations by experienced practitioners and experts, coached independent work on designing 2 additional Plans of Study and Work, design of a second Year-long Plan, and review sessions for exams
- 2 weeks of assessment and independent work wrap-up

Organization of the Course Content

Part 1: Summer 1

- A. Foundations
- B. Montessori Theory for the Third Plane and Key Experiences and Frameworks for the Third Plane
- C. Preparation for Observation, Practice Teaching, and Literature Review

Part 2: Interim Academic Year

- A. Continued Work on Theory Papers and Lexicons
- B. Observations

- C. Practice Teaching
- D. Work with Administrators
- E. Literature Review

Part 3: Summer 2

- A. Revisiting Montessori Principles for the Third Plane
- B. Presentation and Analysis of Observations and Practice Teaching
- C. Presentation and Peer Feedback on Review of Literature
- D. Independent and Coached Work on additional Plans of Study and Work
- E. Independent and Coached Work on second Year-long Plan
- F. Mini-workshops on theoretical and practical concerns—topics generated by diploma course students
- G. Work with visiting experts and specialists
- H. Written and Oral Exams

Methodology

The diploma course students will experience how the Montessori framework of Study and Work for the third plane can be implemented with consideration of both sub-planes, 12-15 and 15-18 and in different physical and cultural contexts. In addition to studying theory, students will have key experiences important to adolescent development, plan and execute specific plans of study and work, observe at all 3 planes, work directly with adolescents, analyze and present their insights and observations, and review contemporary studies of adolescent development or current topics in adolescent education. One important experience that has been essential to understanding adolescent development and has proven to be transformational for practitioners in the Orientation to Adolescent Studies is an opportunity to live in community and experience contributions and responsibilities in a social setting. This guided experience will be a requirement for part of the course.

In the Diploma Course a practitioner learns strategies for framing integrated study and work for a variety of situations, but the actual focus of any “plan” for Study and Work emerges from the needs of the particular community and environment. Some needs can be anticipated as seasonal, regularly occurring, or necessary to meet curriculum standards. Some will arise out of the current and changing circumstances and the changing needs of a community. Diploma Course students prepare several Plans of Study and Work based on needs and topics likely to occur in their community, (and/or for which they will be responsible) but understand that the plan will need to be flexible enough to respond to the circumstances, group, and individual adolescents.

The ongoing work of the adult will be to work with adolescents in their own community to develop Study and Work Plans that address the needs of their community and/or state/national requirements as well as the needs of the individuals within the group—which will be different in different locations and programs. They will also plan a general Year-long trajectory of likely study and work based on their specific context.

The methodology of the course will also incorporate effective approaches of all AMI diploma courses in requiring observation experience, practice teaching, compiling albums of student theory write-ups, reports, research, and other documentation. In addition, this course will incorporate methodology effectively used with adolescents such as keeping a journal, participating in seminars, making peer presentations, doing hands-on practical work, experiencing community structures, and supporting adolescents in taking responsibility for local and national academic standards.

Students will work with an advisor throughout the course who will provide guidance, check-ins, resources, and feedback.

Diploma seekers will be observed, coached, and evaluated, including taking written exams and participating in oral exams.

Components of the Methodology designed for Diploma Course Students

Theory Base:

- Lectures and theory papers (see Appendix H for sample paper topics)
- Lexicon of Montessori terms (see Appendix I for details and examples)

Key Experiences for the Third Plane: Understanding how third plane social development manifests in individual contributions to the social organization of a community—propelling the adolescent toward maturity and finding a role in broader society—requires study and experience in a social context. It is vital that diploma course students experience social organization first-hand and (re)discover the essential Montessori principle of human interdependence and individual contributions to it by collaborating with peers throughout the course in the context of the training course site. Students then need to collaborate with peers and seek specific expertise from trainers, experienced practitioners, and outside experts to transfer their understanding of adolescent development to their own social, cultural, and physical context. They can then generate their own frameworks for Study and Work through a developmental lens for their own roles and contexts.

1. Required residential community living for a minimum of 2 weeks, during which students will experience care of self, others, and the environment: cooking, serving meals, doing chores, cleaning, doing repair and maintenance, participating in community work, working on the farm/land, and doing community service activities
2. Experience of guided Study and Work over one week: reflected upon and documented (1. and 2. happen simultaneously) (See Appendix F for a sample Plan of Study and Work.)

Topics for Study and Work are decided on by:

- what the local environment needs
OR
- the interest of the student
OR
- based on national/state requirements

3. Daily Reflection Journals (See Appendix J for more specific details and sample journal prompts)
4. Experience of Production and Exchange (See Appendix L for more specific details)
5. Seminars (Socratic Seminar form; see Appendix for more specific details)
6. Workshops: presentations and guided activities and experiences in aspects of working with adolescents—both academic and practical (See Appendix for more specific details and examples)

Design of Individual Plans of Study and Work for the student's individual role, responsibilities, and community context

Design of Year-Long Plans (See Appendix H for description and example)

Literature Review: Students will find, evaluate, read, and take notes on literature on a self-chosen, specific topic related to adolescent development and education; they will write a summary and analysis of the literature.

Observation: Guided observation in Montessori environments prepared for first, second and third plane children/adolescents.

Practice-Teaching: Implementation of a full Plan of Study and Work with adolescents with observation and feedback from trainer or advisor

Presentation and Receiving of Feedback from peers, trainers, and advisors on insights from observation and practice teaching

Methodology to Use in Work with Adolescents

The students will also have direct experiences of and strategies for implementing aspects of *adolescent* daily life, work, and study such as participating in seminars, self-expression opportunities and events, community work, practical life, advisory structures, community meetings, etc.

Conclusion:

Our vision is that the experiences provided by the AMI 12-18 Diploma Course will bring about more respectful and developmentally appropriate approaches to the education of adolescents so that a full birth to 18 developmental continuum is possible for children and adolescents world-wide.

Detailed Content and Components of the 12-18 Diploma Course

Part 1: Summer 1 (6 weeks)

- A. Foundations
- B. Montessori Theory for the Third Plane
- C. Key Experiences and Frameworks for the Third Plane
- D. Preparation for Observation, Practice Teaching, and Literature Review

A. Foundations:

Objectives:

- To introduce and study a Montessori view of human development
- To introduce and study key developmental principles for the first and second planes
- To understand key developmental lessons and materials given in the second plane which lay important foundations for work in the third plane

Lectures:

General Montessori Theory

- Four Planes of Development
Physical, social, intellectual, moral, emotional, and spiritual characteristics
- Human Tendencies
- Role of the Environment (indoors and outdoors)
- Role of the Adult - Spiritual Preparation of the Adult
- Work
- Self-Construction
- Scientific Observation
- Role of the Disciplines/Psycho-disciplines
- Outcomes/To what end? – Human Solidarity, One Nation
- Independence
- Maria Montessori's Life and Work

First Plane in the Context of Human Development:

- Needs and Characteristics ages 0-3 and 3-6
- Sensitive Periods for ages 0-6
- Prepared Environment and Materials and Work for 0-3 and 3-6
- The Three-Stage Learning Cycle
- The Role of the Adult in the First Plane
- Independence - functional

Second Plane in the Context of Human Development:

- Needs and Characteristics ages 6-12
- Sensitivities for ages 6-12
- Prepared Environment and Materials and Work for 6-12
- The Role of the Adult in the Second Plane
- Cosmic Education
- Independence – mental and moral
- Understanding the Foundations Laid in the Second Plane for Adolescence: Key Concepts and Materials

Experiences:

<ul style="list-style-type: none"> ● Sample lessons given by trainers and experienced practitioners on select materials ● Seminar discussions on primary Montessori readings: “The Four Planes of Education,” by Maria Montessori <i>The Absorbent Mind</i> <i>To Educate the Human Potential</i> Excerpts from <i>The Advanced Montessori Method (Spontaneous Activity in Education)</i> Excerpts from <i>The Secret of Childhood</i> ● Guided explorations of materials from 3-6 and 6-12 environments ● The Ribbon Exercise ● Silent Walk through prepared environments ● Presentations and discussions of key second plane materials and concepts that are important to understanding the child’s transition to the third plane
<p>Student Work:</p> <ul style="list-style-type: none"> ● Theory Papers on individual theory topics and combined theory topics ● Write-up on key transition materials and lessons from second to third plane ● Reflection journals ● Lexicon of Montessori terms

B. Montessori Theory for the Third Plane and Key Experiences for the Third Plane

<p>Objectives:</p> <ul style="list-style-type: none"> ● To introduce and study developmental principles for the third plane ● To provide key experiences for understanding the needs and characteristics of adolescents and the nature of the environment that developmentally responds to them ● To provide a first-hand experience of a prepared environment for living, working and studying in a residential, interdependent community, including the opportunity to work with and observe adolescents in the context of residential and community life experiences ● To introduce various frameworks for study and work for adolescents ● To introduce the Montessori perspective on the disciplines
<p>Lectures/Presentations:</p> <ul style="list-style-type: none"> ● Human Tendencies manifested in the Third Plane; compared to the first and the second planes ● Needs and Characteristics of the Adolescent – manifested in 12-15, 15-18 ● The Prepared Environment for the Third Plane: Physical and Social ● Residential Life ● Roles of the Adults ● Work as a Means of Development for the Third Plane ● The Plan of Study and Work: Social Organization ● Psycho-Disciplines considered for the Third Plane ● The Plan of Study and Work: The Educational Syllabus (a focus on the psycho-disciplines) ● Self-Expression (<i>lecture</i>)

- Art/Music/Drama/Other Artistic Occupations (*workshop with advisors/practitioners*)
- Language as Self-Expression (*workshop with advisors/practitioners*)
- Psychic Development
 - Moral Development (*lecture*)
 - Language: The Human Tendency that Builds Intelligence and Interdependence (*lecture with follow-up workshop*)
 - World Languages: Developmental Acquisition of Multiple Languages in all 3 Planes
 - World Languages: Implementation Strategies for the Third Planes (*follow-up workshop with advisors/practitioners*)
 - Mathematics: (*3 lectures*)
 - The Role of Mathematics in Human Development
 - The Goals of a Mathematics Classroom (*follow-up workshops with experts*)
 - Mathematics: Strategies for Implementation (*follow-up workshops with experts/practitioners*)
- Preparation for Adult Life
 - The Study of the Earth and Living Things--The Natural and Physical Sciences (*lecture with follow-up workshop with advisors/practitioners*)
 - The Study of Human Progress and Building up of Civilization: Technology (*lecture*)
 - The Study of the History of Humanity: History and the Social Sciences (*lecture with follow-up workshop with advisors/practitioners*)
- The Three-Stage Learning Cycle
- Independence - Social and Economic Independence
- Production and Exchange

(The following lectures may occur in Part 3 of the course)

- Nature and Supranature: The Task of the Adult
- Valorization
- The Fourth Plane
- Contribution of the Third Plane - To What End?

Practical Considerations: Talks

- The Role of the Seminar
- Side-by-Side Work with the Adolescent
- Implementation with an integrated, student-centered, environment-based approach
Including Sample Frameworks
- Building “a School of Experience in the Elements of Social Life” (Cultivating Community/Microcosm of Society)

Experiences:

- **Seminars** on Montessori readings related to the third plane:
From Childhood to Adolescence
Education and Peace

“Dr. Montessori’s Third Lecture given at the Montessori Congress in Oxford, England” (The Oxford Lecture)
 “Education of the Adolescent,” AMI Communications
 AMI Communications 2011:
 The Adolescent: A Social Newborn
 Principles and Practice
Citizen of the World “The Planes of Education,” “Moral and Social Education,”
 “Reconstruction
The London Lectures “The Four Planes of Development”
 “Education of the Adolescent,” *AMI Communications*
 “The Adolescent Community,” Baiba Krumins Grazzini and Camillo Grazzini
 “Establishing the Appendices as an Authority,” Baiba Krumins Grazzini
 AMI Communications 2011

- **Sample Lessons and Study and Work Sessions:** Trainers/advisors/experienced practitioners (as needed based on numbers and group composition) will present key lessons and follow-up activities for students to experience a full work cycle (6 days of the course) on 1-2 chosen topics; options will include topics relevant to various contexts and sub-levels (12-15/15-18) (See Appendix F for detailed example.)

Sample Topics for Plans of Study and Work: (“integrated study and work units”)

- Integrated study and work on local water quality
 - Integrated study and work for the design and planting of organic produce
 - Integrated study and work on local history
 - Integrated humanities study and work on government structure and policies related to immigration
 - Integrated science study and work on local environmental/sustainability issue
 - Integrated study and work on cultural exchange or cultural study through world language use
 - Integrated study and work on design and performance of theater or dance production
 - Integrated mathematics study of data collection, statistics, and algebraic and graphical expressions of meaningful data
- **Workshops:** Trainers and advisors will conduct workshops on framing individual components of Montessori’s Plan of Study and Work for different contexts
 - Self-Expression
 - Art/Music/Drama/Other Artistic Occupations
 - Language
 - Physical Expression
 - Psychic Development
 - Language Arts
 - World Languages
 - Mathematics
 - Preparation for Adult Life

- The Study of the Earth and Living Things--The Natural and Physical Sciences
 - The Study of Human Progress and Building up of Civilization: Physical and Chemical Sciences; Technology
 - The Study of the History of Humanity: History and the Social Sciences
- **Coached Independent Work:** Trainers and advisors will coach students on theory content, Study and Work Plan strategies, individualized Study and Work Plans and Year-long Plans.

“Study and Work Plans” defined:

Purposeful work for the adolescent includes every aspect of social, economic, and academic activity that invites them to participate in and contribute to a genuine social organization. Maximum interest and engagement occur when study becomes relevant to engagement in social responsibility, in the pursuit of adult identity, and in activity for which they can have a role or make a contribution.

*Montessori outlined the various components of Study and Work under the heading “Educational Syllabus and Methods” and “Practical Considerations for Social Organization” in From Childhood to Adolescence. **The role of the adults is to prepare frameworks that integrate study and practical, social, or economic work together** for the purpose of interacting with the environment and collaborating with others to meet the community’s needs and to guide adolescents in these endeavors as needed.*

- **Experiences of Residential Life and Communal Responsibilities**
 - Community Meetings
 - Opportunities to engage in Production and Exchange activities
 - Care of Self, Others, and Environment
 - Growing, Preparing, and Serving Food
- **Opportunities for Self-Expression** in the arts and in community sharing (embedded in study and work and in “coffeehouse” event)
- **Key Lesson Presentations and Summary Presentations:** presentations to peers on independent work on Plans of Study and Work

Student Work:

- Theory papers on third plane theory topics (some due during the interim year)
- Reflection Journals
- Lexicon of Montessori terms
- Study and Work Plan Design(s); one plan to be used for student teaching
- Year-long Plan (timeline) for individual program responsibilities; accompanying narrative

D. Preparation for Observation, Practice Teaching, and Literature Review

<p>Objectives:</p> <ul style="list-style-type: none"> ● To introduce and study the role of observation in Montessori education ● To set students up with clear objectives and protocols for interim academic year observations ● To set students up with clear objectives and professional protocols for literature review ● To set students up with clear objectives and protocols for practice teaching (side-by-side work)
<p>Lectures/Presentations:</p> <ul style="list-style-type: none"> ● Observation in Montessori practice ● Participant Observation (from anthropology); awareness of judgement, prejudice, and biases ● Professional Practices for Literature Review
<p>Experiences:</p> <ul style="list-style-type: none"> ● Observation activity ● Readings on Observation (See Appendix)
<p>Student Work:</p> <ul style="list-style-type: none"> ● Theory Paper on Observation ● Logistical preparations for observations ● Logistical preparations for practice teaching

Part 2: Observation, Practice Teaching, Literature Review (Interim Academic Year)

- A. Theory Papers and Lexicons
- B. Observations
- C. Practice Teaching (“Side-by-Side Work”)
- D. Work with Administrators
- E. Literature Review

A. Theory Papers

<p>Objectives:</p> <p>To provide students with the opportunity to digest and deepen their understanding of developmental principles in order to generate insightful theory papers</p>
<p>Lectures: None; remotely conducted seminars and webinars are an option</p>
<p>Experiences: Observations are expected to inform the content of theory papers on Montessori principles for the third plane.</p>
<p>Student Work:</p> <p>Students will submit assigned theory papers (and revised drafts of previously submitted theory papers) for feedback from trainer/advisors.</p>

B. Observations

Objectives:

- To provide students with an opportunity to digest Montessori theory and reach better understanding of developmental principles through observation of children and adolescents
- To provide students with observation practice
- To provide on-site observation and on-site and remote feedback and coaching based on student's observation experiences

Lectures: None; remotely conducted seminar possible

Experiences:

Observations:

First Plane: 12 hours (guidelines to be provided)

- 0-3 (6 hours)
- 3-6 (6 hours)

Second Plane: 18 hours (guidelines provided)

- 6-9 (9 hours)
- 9-12 (9 hours)
- or 18 hours at 6-12

Third Plane: 80 hours

*Observations of two different **adolescent communities**; one week in each community or 40 hours in each*

- Community in which the diploma course student works (or additional community if not currently employed in adolescent work; training staff will help with placement as necessary)
- Community other than the one in which the diploma course student works—or an environment in a different context from first adolescent observation; training staff will help with placement as necessary

(Ideally observations occur in environments led by an Oriented teacher and include both sub-planes--12-15, 15-18)

*Observation of essential components of an **adolescent community**: 20 hours*

Observation points:

- Production and exchange
- Daily practical life: food preparation, care of the environment: cleaning, laundry, maintenance
- Residential
- Self-expression experiences

- Schedule/structure
- Freedom to choose
- Community meeting
- Study and work in different areas (academic and practical)
- Community Work
- Role of the Adults: division of labor, how adults serve the environment, serve the social organization, maintain consistency, communicate, maintain unified

Observation of adolescents: 20 hours (can be done while side-by-side study and work is occurring)

Observation points

- Engagement
- Social interaction
- Individual focus
- Side-by-side work with adults
- Independence (Individual or Group)
- Functional Independence
- Indications of Social Independence (sustaining cohesion of the group in work)
- Indications of Economic Independence

Student Work:

- Observation notes
- Observation reports:
 - First Plane Summary and Analysis
 - Second Plane Summary and Analysis
 - Third Plane Summary and Analysis of observations of adolescent community activities
 - Third Plane summary of observations of adolescents

C. Practice Teaching (side-by-side work)

“Side-by-side work” defined:

Adults provide a variety of experiences and opportunities in their interactions with and support of adolescents. Various adults work in or visit the adolescent community and act as co-participants in the social organization, as guides and mentors, as partners in work, as well as teachers of skill and knowledge. Adolescents need adults to partner with them in a way that is respectful and collaborative by guiding, processing, demonstrating, providing feedback, mentoring, and listening—honoring the adolescent’s potential to reach independence from the adult. They need to have access to adults who represent different aspects of adult life and different vocations. Adolescents also need to meet ‘teachers’ as lecturers and experts in sometimes very academic settings, which is important for later in-depth exploration and study of a discipline. However, those of us who work with adolescents have come to emphasize the term “side-by-side work” over the use of the term “to teach,” since “teacher as authority” is a culturally ingrained assumption about the role of adults that needs to be changed in the thinking of many adults who enter this

work. For the sake of clarity in this document, however, we will use the term “Practice Teaching.”

Practice teaching may take place in a diploma course student’s own community or student will be assisted in finding a placement by training center personnel (ideally where advisors and experienced, trained, or oriented practitioners are working)

Objectives:

- To provide students with the opportunity to work with adolescents and deepen their understanding of third plane developmental principles through direct experience of study and work with adolescents (practice teaching)
- To provide students with the opportunity to strengthen a developmental lens on adolescents through guided experience in practice teaching and trainer/advisor feedback on observations of their interactions with adolescents
- To provide trainer/advisor on-site and remote feedback and coaching during practice teaching

Experiences:

Student will implement one entire study and work plan with adolescents according to their role in the community, providing appropriate developmental support, cultivating independence, preparing and delivering appropriate lessons, integrating practical and intellectual work, providing feedback for student work, and assisting adolescents with the planning, organization, follow-through, and recording of their work

Sample Plans of Study and Work: (“integrated study and work units”)

- Integrated study and work for the design and planting of organic produce
- Integrated study and work on local history
- Integrated humanities study and work on government structure and policies related to immigration
- Integrated science study and work on local environmental/sustainability issue
- Integrated study and work on cultural exchange or cultural study through world language use
- Integrated study and work on design and performance of theater or dance production
- Integrated mathematics study of data collection, statistics, and algebraic and graphical expressions of meaningful data

Student Work:

- Diploma Course student will document practice teaching experiences as requested by the training personnel.
- Diploma Course student will document one additional study and work experience.

D. Work with Heads of School and Team Members

Objectives:

- To make connections with and communicate with Heads of School and other team members in order to provide context for the diploma course student's work and the training center's expectations of the course student
- To support whole-school integration of adolescent programs
- To cultivate ongoing communication and dialogue between teachers, Heads of School, and diploma course personnel

Experiences:

- Diploma Course student and trainer/advisor will meet with Head of School and team members to share information and insights about the course content and methodology in preparing staff to work with adolescents.

Student Work:

- Diploma Course student will share relevant documents and reflections with Head of School and team members

E. Literature Review

Objectives:

- To provide Diploma Course students with supported experience in reviewing scientific literature on a self-chosen topic relevant to adolescent development and education

Experiences/Student Work:

- Collection of relevant sources on self-chosen topic related to adolescent development
- Submitted evaluation of sources
- Cited and referenced paper summarizing findings of literature review

Examples of Topics:

- Identity
- Brain Development
- Movement
- Impact of Technology
- Agency
- Psychology of Adolescents
- How Young People View Education
- Impact of Modern Culture
- Cultivating Empathy
- Sexuality
- Formative and Summative Assessment
- Integrated Learning
- Work of the Hands
- Equity and Inclusion
- Other

Part 3: Summer 2--Deepening an Understanding of the Third Plane (6 weeks)

- A. Revisiting Montessori Principles for the Third Plane
- B. Presentation and Analysis of Observations and Practice Teaching
- C. Presentation and Peer Feedback on Review of Literature
- D. Independent and Coached Work on additional Plans of Study and Work
- E. Mini-workshops on theoretical and practical concerns—topics generated by diploma course students
- F. Work with visiting experts and specialists
- G. Written and Oral Exams

A. Revisiting Montessori Principles for the Third Plane

<p>Objectives:</p> <ul style="list-style-type: none"> ● To revisit developmental principles covered in Part 1 of the Diploma Course, processing and integrating experiences from observation and practice teaching ● To present and study additional principles particular to the third plane ● To present and study developmental principles particular to the fourth plane
<p>Lectures/Presentations:</p> <ul style="list-style-type: none"> ● Nature and Supranature: The Task of the Adult ● Valorization ● The Fourth Plane ● Contribution of the Third Plane - To What End? ● TBD
<p>Experiences:</p> <ul style="list-style-type: none"> ● Seminar discussions on readings likely including: <ul style="list-style-type: none"> ○ <i>Education and Peace</i> ○ <i>From Childhood to Adolescence</i> ○ Excerpts from <i>Citizen of the World</i> ○ Contemporary readings related to adolescent development
<p>Student Work:</p> <ul style="list-style-type: none"> ● Theory Papers

B. Presentation and Analysis of Observations and Practice Teaching

<p>Objectives:</p> <ul style="list-style-type: none"> ● To provide opportunity for diploma course students to share their insights derived from their observations and practice teaching and receive peer questions, responses, and feedback
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<p>Presentations:</p> <ul style="list-style-type: none"> ● Protocols for peer review process
<p>Experiences:</p> <ul style="list-style-type: none"> ● Students will prepare and present papers and/or powerpoint presentations which summarize and analyze their observations of children and adolescents ● Students will prepare and present papers and powerpoint presentations summarizing and analyzing their practice teaching experience ● Students will conduct Q and A discussions and receive peer and trainer/adviser feedback on papers/presentations
<p>Student Work:</p> <ul style="list-style-type: none"> ● Observation reports ● Practice Teaching reports ● Summaries of presentations on observations submitted in written form ● Summaries of presentations on practice teaching submitted in written form

C. Presentation and Peer Feedback on Review of Literature

<p>Objectives:</p> <ul style="list-style-type: none"> ● To provide opportunity for analysis, consolidation of understanding, and feedback on research through presentation of findings to peers
<p>Lectures/Presentations:</p> <ul style="list-style-type: none"> ● Protocols for Peer Review
<p>Experiences:</p> <ul style="list-style-type: none"> ● Diploma course students will present findings of literature review on self-chosen topic related to adolescent development
<p>Student Work:</p> <ul style="list-style-type: none"> ● Literature review (appropriately cited and referenced) will be submitted and archived

D. Independent and Coached Work on additional Plans of Study and Work and second Year-long Plan (individualized for each Diploma Course student)

<p>Objectives:</p> <ul style="list-style-type: none"> ● To provide diploma course students with appropriate support and input for generating plans of study and work ● To provide diploma course students with appropriate support and input on a second year-long plan (see Appendix G for more details on Year-long Plan)
<p>Experiences:</p>

- Diploma Course students will have access to trainers, advisors, and practitioners for coaching support in generating plans of study and work appropriate for their individual program and cultural context (sometimes remotely)
- Diploma Course students will have access to trainers, advisors, and practitioners for coaching support in generating year-long plans of study and work appropriate for their individual program and cultural context (sometimes remotely)

Student Work:

- Diploma Course student will submit additional plans of study and work for the upcoming year (or projected for future work)
- Diploma Course student will submit a year-long plan for the upcoming year (or projected for future work)

E. Workshops on Theoretical and Practical Concerns—topics generated by diploma course students; workshops conducted by trainers/advisors/practitioners/outside experts as appropriate

Objectives:

- To provide opportunities for Diploma Course students to share expertise with each other
- To provide opportunities for Diploma Course students to request workshops in areas of specific need and concern (theoretical and practical)
- To provide expertise by trainers, advisors, practitioners and outside experts as needed in areas of Montessori theory, discipline specialty, management of farm/land/facilities environments, residential life, community networking or practical classroom management as requested by Diploma Course students

Presentations:

- Presentations and Workshops will be offered by trainers/adviser/practitioners/outside experts as needed and requested (and as possible to arrange; remote presentations possible)

Sample Topics include:

- Assessment
- Weekly and Daily Schedules
- First Weeks: Orientation
- Working with Parents
- Codes of Civility; Guidelines and Parameters
- Student-led Conferences
- Frameworks for supporting education on sexuality and identity
- Networking in the Community; Community Service
- Modern Technology

Experiences: TBD as needed and available

- Specific experiences within the context of requested workshops will be encouraged—in addition to the dissemination of information, strategies, resources and helpful structures

Student Work:

- Notes and hand-outs from workshops to be included in albums

F. Work with Visiting Experts and Specialists**Objectives:**

- To provide information and support from outside experts and specialists on topics relevant to the needs and interests of the Diploma Course students.

Experiences:

The training center will occasionally arrange for researchers and specialists on Montessori pedagogy, developmental principles, educational theory, neuroscience, social issues related to education, cultural diversity and challenges, etc. to give talks to the diploma course students.

Student Work:

- Notes from talks will be submitted to albums

G. Written and Oral Exams

Diploma Course students will prepare for and take written exams on questions designed to elicit knowledge of developmental principles for human development birth through 24 with particular emphasis on development from 12-18.

Diploma Course students will be interviewed by training personnel on general knowledge of Montessori principles, specific knowledge of principles relevant to the third plane, and strategies for implementation of study and work with adolescents through a developmental lens.

Diploma Course Student Work (What's in their "albums"?)

1. Theory Papers:

Diploma Course students will generate papers explaining key Montessori principles presented as theory lectures in the course. Papers will be required to reference original Montessori texts and occasionally relevant secondary sources on the topic.

Some related topics may be combined in the same paper (particularly in connection with the previous planes of development).

Theory papers will be read and responded to by trainers or advisors and receive feedback for revisions. Revision will be encouraged and sometimes required.

2. Lexicon of Montessori Terms:

Diploma Course students will generate thorough definitions of key Montessori terms referencing passages from original Montessori texts

3. Demonstration of Understanding of Transition Materials from the Second to the Third Plane

4. Sample Frameworks and Plans of Study and Work including:

- Frameworks for Key Lessons and Sample Key Lessons
- Frameworks for Key Experiences and Sample Key Experiences
- Frameworks for topic related studies through a three-stage cycle structure
- Frameworks for opportunities for Self-Expression
- Frameworks for Activities in Production and Exchange

5. Observation Reports

6. Summary of Presentation on Observation

7. Practice Teaching Reports

8. Summary of Presentation on Practice Teaching

9. **Two year-long Plans of Study and Work** for diploma course student's program role, area of expertise, and responsibility (one produced in Part 1 and the other in Part 3 of the course) with accompanying explanatory narratives

10. **Literature Review on self-chosen topic related to adolescent development**

11. **Copies of other literature reviews produced by peers**

12.	Personal Notes and hand-outs from workshops and coaching sessions
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Assessment of Students' Work:

All submitted work will be reviewed, provided with feedback, and assessed by course personnel. Students will be required to take a written exam on theory and implementation and will also elaborate on their understanding of Montessori principles and practice in a final oral exam with Montessori trainers.

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Required Components for Diploma Course Site:

For a minimum of 2 weeks, 12-18 Diploma Course students must live and work in a residential community situation that demonstrates the functioning of a social organization with care of self, others, and the environment integrated into their daily lives and their studies. The following components should be available for this experience to take place:

- Lecture space
- Break-out spaces for small group and independent work
- Sleeping quarters
- Kitchen and dining area for cooking and serving meals
- Gardens/farm/land-based activities on site
- Adolescents to work side-by-side in daily activities
- Animals requiring daily care (at least bees or chickens)
- Production and exchange activities
- Laundry facilities

The following opportunities would also be valuable:

- Woodshop/workshop
- Body of water or water source to maintain and study
- Access to building maintenance and operation systems
- Local historic sites

Pathway to Becoming a Trainer (under consideration 1.16.20)

Qualifications:

- AMI 12-18 Diploma
- Minimum 5 years' work in a Montessori adolescent environment
- Observation and interviews

Requirements:

- Attend two full AMI 12-18 Diploma Courses
- Take part in all aspects of those courses
- Act as advisor: observe students, provide feedback for student work, coach, mentor, assist with evaluations of student work and exams
- Write and give lectures and incorporate feedback from trainer
- Produce a trainer's album for the third plane:
 - Theory lectures
 - Talks
 - Evidence of work as advisor (copies of feedback forms and guidelines, etc.)
- Write a thorough research paper, i.e.:
 - exegesis of a chosen Montessori principle based on Montessori's writings
 - a comparison of Montessori principles with current research

Appendices

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Appendix A: Staffing Requirements and Team Composition

Like the teams of adults who work with adolescents, the Diploma Course staff requires multiple contributors to create the integrated experience of study and work with complexity, variety, and specialized expertise. A 12-18 Diploma Course will typically require one 12-18 trainer and one advisor for every 10 students. (The trainer can also act as an advisor.)

Trainers from other levels, 0-3, 3-6, and 6-12 may also contribute lectures and assign work for the Foundation Course.

Director of Training: The Director of Training is responsible for delivering the core content of the course including all theory lectures not assigned to a visiting trainer or trainer in training. The Director is also responsible for managing the operations of the course, organization and financial, hiring all staff members, establishing the course schedule, overseeing the budget, overseeing the activities of all staff members, having oversight of all observation and practice teaching situations, arranging course site location and set-up, and acting as liaison to AMI.

Associate Trainer: An additional trainer may assist the Director of Training in delivering lectures and managing the operations of the course.

Auxiliary Trainer: Under the supervision of the Director of Training and in the process of finishing work for training of trainers, an auxiliary trainer can give lectures and assist with course operations.

Course Administrator (optional): During the delivery of the course itself, an administrator may assist the Director of Training in managing the operations of the course, organizational and financial, taking care of the logistics of hiring and housing staff members, maintaining the course schedule, managing staff payments and tracking the budget, arranging course site location and set-up, and trouble-shooting day-to-day schedule demands and anomalies.

Presenters: Advisors who are not in training-of-trainers as well as visiting experienced practitioners may hold workshops on specific implementation topics or give presentations on practical implementation topics.

Advisors: Experienced practitioners with appropriate training and experience will act as advisors to support, mentor, observe, provide feedback, and assist course students in all their work. Advisors need an in-depth understanding of Montessori principles and practices for the third plane as well as significant experience in direct work with adolescents. Advisors will read and provide feedback on their advisees' theory papers, lexicons, and reflection journals; they will facilitate seminars, read and provide feedback on Plans of Study and Work and Year-long Plans. Advisors will conduct mid-year advisory group check-ins (remotely) and may be called on to observe students who are practice teaching.

Guest Presenters: Guest speakers may be invited from time to time to share specific expertise with students.

Additional Staff: Guest experts may be contracted to assist with and provide modeling for residential experience, creative and physical expression, and local community experiences.

Appendix B: Required Readings

Required Readings for Foundations

“The Human Tendencies,” Mario Montessori

“The Four Planes of Education,” by Maria Montessori

The Absorbent Mind

From Childhood to Adolescence

To Educate the Human Potential

Excerpts from *The Advanced Montessori Method (Spontaneous Activity in Education)*

Excerpts from *The Secret of Childhood*

Montessori Readings for the Third Plane

From Childhood to Adolescence

Education and Peace

The Secret of Childhood or The Discovery of the Child

“Dr. Montessori’s Third Lecture given at the Montessori Congress in Oxford, England” (The Oxford Lecture) NAMTA Journal v. 26, no. 3: p. 175-88. Summer 2001

Citizen of the World “The Planes of Education,” “Moral and Social Education,” “Reconstruction

The London Lectures “The Four Planes of Development”

“Education of the Adolescent,” AMI Communications

AMI Communications 2011:

“The Adolescent: A Social Newborn”

“Principles and Practice in Education”

“Development and Education of the Adolescent,” Kodaikanal lecture

“Three Levels of Ascent,” Maria Montessori

“The San Remo Lectures”

Non-Montessori Readings for the Third Plane

“The Adolescent Community,” Baiba Kruminis Grazzini and Camillo Grazzini

“Establishing the Appendices as an Authority,” Baiba Kruminis Grazzini

“Four Planes of Development” by Camillo Grazzini

“Cosmic Education” by Mario Montessori

Role of the Materials by Camillo Grazzini

“The Adolescent Community,” Grazzini/Krummins

“Valorization” by Jenny Høglund, NAMTA Journal

Articles by Laurie Ewert-Krocker

Readings for Observation

“Education of the Adolescent” by Maria Montessori Public Lecture Kingsway Hall, London, 1939, AMI Communications 1979 #1

“Observation” by Abs Joosten

Appendix C: Key Concepts and Materials of the Second Plane for Third Plane Work:

- The Role of the Great Stories
- Chart of Interdependency
- Biology and Geography (life on Earth and where we are in our place)
- History as human interaction
- Great River Chart
- Migration Charts (13 Migration Charts) considered together map and a Chart of Civilizations (in the Child in the Church)

- Fundamental Human Needs; Time; Migration Charts
- Economic Geography and Human Interdependence
- Language: the magic of language—being heard all over the world; heard from the past; letters and symbols by combining; Periodic Table as the alphabet of the universe
- Language: Sentence Analysis and Clause Analysis (loss interest in the third plane)
- Language as self-expression in the second plane (poetry, forms,)
- Total Reading:
 - First plane: exactness of movement
 - Second plane: exactness of understanding
 - To be able to read between the lines
- Geometry—summary of concepts and lessons
- Mathematics—summary of concepts and lessons
- Going-out in the second plane
- Understanding and using money in the second plane; what's different in the second plane
- Morality in the second plane
- Summary of expectations of second plane child
 - Responsibility
 - Independence
 - social experiences (class meetings)
 - handling of money
 - practical life skills (care of the environment, working with food)

Appendix D: Seminars and Workshops

Seminars

Because belonging and contribution to a social structure are fundamental to adolescent development, the Socratic Seminar has become an effective educational framework for practitioners to introduce to help adolescents share ideas, process information, and learn the disciplines of analysis and interpretation of written text, as well as other forms of cultural human expression such as art, film, dance, etc.

The following is taken from a hand-out issued regularly with adolescents and participants of the Orientation to Adolescent Studies:

What is a Seminar?

A seminar is a dedicated discussion where the facilitator plays a moderating role sensitive to optimizing the intellectual engagement of the student through the art of questioning. The word *seminar* is derived from the Latin word *seminarium*, meaning “seed plot.”

All seminars in the Socratic tradition because Socrates viewed his teaching role as strictly the art of asking questions to his students (teacher as midwife.) (Read the *Meno* by Plato for insights into Plato’s theory of knowledge.)

A Socratic seminar of students searches as a group for the intelligibility of the text and precisely how those ideas resonate in the reader. The collective intelligence of the group represents a striving towards the truth.

The goal of facilitation of a seminar for adolescents is to pass along the structure to the students over time so that the adult drops out of the process and the students are operating independently.

I. Seminar principles

- a. Grace and courtesy of the seminar
- b. The interpretive question linked to textual understanding
- c. The evaluative question
- d. The factual question
- e. Importance of the text
- f. Techniques and roles for the leader and the students
- g. Characterizing and comparing student-led seminars (less guided) and adult-led seminars (more guided)

II. Applied Uses of the Seminar

- a. Literature
- b. Philosophy
- c. Art, music, theater
- d. Explication of difficult texts
- e. Open seminar

Interpretive Question: The interpretive question is aimed at accessing the text and arousing interest. It is many times raised with an excerpt from the text. An interpretive question has no correct answer. It usually begins with a “Why?” or “What does the author mean?” *What does Montessori mean by “social life?” in “We might call it ‘a school of experience in the elements of social life.’”*

Evaluative Question: An evaluative question pertains to life or personal opinion. *How do you feel about Montessori’s emphasis on social life?*

Factual Question: A factual question demands recall from the facts. *What are the physical attributes of the farm that are universally required by Montessori to meet requirements of the prepared environment for the adolescent no matter what the site?*

Grace and Courtesy Rules for Seminar Discussions

- Wait until a person finishes speaking before responding or starting another comment
 - Do not continue talking for a long period of time. Make your response clear but concise, so others can speak.
 - Make sure you finish your comment clearly—so no one is left guessing whether or not you are finished.
 - No one may monopolize the discussion.
 - Politely request for others to have a turn or for a new question to be asked when the discussion seems to narrow to a few participants.
 - Make eye contact with the person who is speaking.
 - Watch the body language of others to recognize when they wish to speak.
 - Advocate for people who have been trying to speak but have not gotten the chance.
 - Call people by their names.
- ❖ *Agree or disagree with ideas—not with people.*

What happens when:

- **Someone monopolizes the discussion?**

Someone in the group should politely remind the person or people monopolizing the discussion to give others a turn to speak. The facilitator may ask those who are dominating the discussion to refrain from commenting for a while.

- **The same point is repeated over and over again?**

Someone in the group should summarize what's been said about the point and request to move on.

- **The discussion fizzles?**

Go on to another question.

Workshops

The use of the term “workshop” both as a methodology for adolescents and for the students of the diploma course refers to break-out sessions of various-sized groups (who are choosing to attend based on interest and/or need) on a specific topic.

A workshop design generally includes an opening presentation by the workshop leader, opportunity for Q and A and open discussion, followed by individual or small-group activities that allow the workshop attendees to experience, practice, or explore aspects of the workshop topic.

Example: Workshop on Structuring and Conducting Peer Writing Groups

Presentation:

- What peer writing groups are
- Protocols for a writing group process
- How they work
- Why they are effective
- Likely challenges and obstacles

Activity:

- Workshop attendees write a paragraph on a self-chosen topic
- Workshop attendees form a peer writing group and follow the structure
- Reflection; responses, Q and A.

Example: Student-led Workshop on Gun Violence (actual example of a student-deigned workshop led by a 17-year-old for 12-15 year-olds)

Presentation:

Powerpoint presentation on facts/statistics about gun violence in the United States in the past 10 years

Activity:

- Students divided into small groups, chose a recorder and a reporter
- Groups generated charts on personal responses to the statistics; categorized responses with sub-titles (i.e., fear-based, question-based, idea-based)
- Groups reporters shared the group's general responses
- Individuals offered action steps for the future

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Appendix E: Sample Plan of Study and Work

Plan of Study and Work: Water Quality

Guide: Laurie Ewert-Krocker

Project: Water/Pond Quality

1st Stage: Elicit needs and requests from adolescents about a task, issue, or challenge to focus on; introduce key concepts; provide vocabulary; initiate problem-solving ideas; connect to whole farm enterprise

Ideas for First Period

- ***Group goal setting with adolescents for real problem-solving and purposeful tasks that are important to the community:*** Assess water quality of the evaporative pond and of Clapp's Pond and Moonlight Creek; consider watershed issues by assessing Grand River water quality as well. Problem-solve for algae issues. Assess operation of waste treatment system onsite; consider effects of new horse arena on water use, water flow, and run-off. Consider rise in pH levels locally in soil and water samples.
- ***Sensorial or experiential introduction to the focus of the project:*** Walk the property to find water sources and surface water. Consider place in the watershed by following topographic map and finding the ridge between the Grand River watershed and the Cuyahoga River watershed.

Possible Key Concepts:

- How to read a topographic map
- Watershed—definition and importance of
- Water as the universal solvent; polarity of the water molecule
- Properties of water: solution, suspension, colloid, emulsion
- pH: what it measures
- Atomic Structure: parts of the atom, valence shells, covalent bonds/ionic binds
- Chemical reactions, chemical equations
- Water quality testing: pH, Alkalinity, Dissolved oxygen, nitrates, phosphates
- How the waste treatment system works

Possible follow-up activities to key lessons: (including reading material on key concepts):

Possible Readings:

- "The Universal Solvent," in *Physical Science*
- "The Universal Solvent: Water," "Acids and Their Properties," and "Bases and Their Properties" from *Physical Science* by Denise Eby and Robert B. Horton, Macmillan, 1988.
- *Water, Water Everywhere*, Student Reading Unit, by Cliff Jacobson. Hach, 1983.
- Selections from *The Monitor's Handbook*, by Gayla Campbell and Steve Wildberger, LaMotte Co., 1992.
- Hand-outs on individual research subjects: wetlands, riparian buffer zones, micro- and macro-organisms

- “The Human Sponge,” from *When the Rivers Run Dry: Water—The Defining Crisis of the Twenty-First Century*, by Fred Pearce, Boston: Beacon Press, 2006.
- “North America: Crossing the Rio Grande,” from *When the Rivers Run Dry: Water—The Defining Crisis of the Twenty-First Century*, by Fred Pearce, Boston: Beacon Press, 2006.
- *Water Resources*, National Geographic Global Issues Series. Andrew J. Milson, PhD. University of Texas, Arlington: National Geographic, 2014

Possible Activities:

- Concept write-ups and illustrations
- Experiments with the pH of substances
- Chemical reaction lab
- Experiments with pollution removal strategies
- Water quality testing
- Research on possibility of acid rain

Possible Key Skills:

- Scientific observation
- Data and sample collection in the field
- Microscope skills
- Laboratory safety and procedures
- Lab Report
- Use of dichotomous keys

2nd Stage: Student engagement in exploration, discovery, inquiry, dialogue, research, experimentation, activities, visits, production, practical tasks

Ideas for Second Period Activities and Explorations:

Possible Activities / Investigations

- Locate all bodies of water on the property using topographic maps
- Write explanations for the following concepts:
 - Location of the Water on the Property
 - Water as a Polar Molecule
 - Atomic Structure
 - Solution / Suspension/ Emulsion/ Colloid
 - PH: What it is and What it Measures
 - Eutrophication
- Run water quality tests on evaporative pond, Clapp’s Pond, and Moonlight Creek
- Run water quality tests on the Grand River for dissolved oxygen, phosphates, nitrates, alkalinity, and pH
- Observe chemical reactions of various solutions
- Take depth readings, turbidity readings, temperature readings of bodies of water
- Estimate surface area, volume of Evaporative Pond; chart depth profile
- Collect and identify plant and animal specimens from water habitats
- Observe microorganisms in the pond water; observe macroinvertebrates in the Grand River

- Establish baseline readings on coliform bacteria in Moonlight Creek (addition of horses)
- Measure flow rate of the Grand River

Possible Specialists and Visits:

- Tony Losasso, Water Treatment Specialist: presentation on the bacteria issue in the water system, discussion of pH changes
- EPA inspector: What the EPA does and is concerned with
- Tim Frank and Assoc.: Waste Treatment issues
- Municipal Water Treatment Plant
- Grand River tour to Lake Erie

Ideas for Individual Student Research / Contributions:

Students might prepare a presentation on an aspect of the current status of the evaporative pond:

- microorganisms and macro-organisms in the Evaporative Pond and the Grand River
- animal habitats in and around the Evaporative Pond; Observe and research muskrat
- water quality tests on the Evaporative Pond, Clapp's Pond, or the Grand River; research pH issues
- plant species in and around the Evaporative Pond; research invasive species
- pH levels and their significance

Students might choose a body of water to research and prepare a status report on:

- Evaporative Pond
- Clapp's Pond
- Moonlight Creek
- Carolyn's Creek
- Maple Creek
- The Grand River

Students might choose to research impact of building and construction on water flow, erosion, water quality, and waste treatment over the years:

- Farmhouse construction
- Community Center construction
- New horse arena
- Possible future construction

3rd Stage: Possible Student Demonstration of Understanding and Mastery

Possible ways of demonstrating understanding, knowledge, accomplishment:

Writing: concept write-ups, journal of observations, lab reports, data analysis, proposal for change in water use or water/land use practices; research reports on plant/animal species and habitats

Oral: presentations on research; debate on water/land use practices in the community; presentation to/dialogue with EPA inspectors; presentations to neighbors on water/land use practices; debate on water issues between the U.S. and Mexico;

Creative Expression: poems, art work, nature journal entries polished as essays, song-writing

Possible Interdisciplinary Connections:

Math/Geometry: measurement of pond dimensions; measurement of water flow rates; data analysis of water quality tests; graphing of measurements or data over time; balancing chemical equations

History/Literature/Philosophy: history of Ohio; history of changes on this property; importance of water in the Lake Erie watershed history; cultural issues related to water use, water scarcity, and water quality; international relationships in term of water resources

Economics: Reliance of industry on water resources (fracking? farming, fishing in Lake Erie; power plants)

Art/Music/Drama: music, art, nature writing

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Appendix F: Sample Year-long Plan

Plan of Study and Work: Year-long Plan

All course students will be asked to generate a year-long Plan of Study and Work generally for the adolescent community or specifically for the program area(s) or content area(s) for which they are responsible. This plan is generally designed in the form of a year-long timeline or/project topic map, and it shows a general flow of a school year with the scope and possible sequence (or sequence options) of possible study and work situations or topics. It should suggest how components are potentially related to other aspects of the program. It must indicate the presence of all three of the required elements of a Montessori Educational Syllabus for adolescents, even if the course student is responsible for only part of that syllabus (so that it is clear that the student is aware of the integration possibilities of all three.) It should also indicate how course components arise from or are integrated with the prepared environment (site elements). The Year-long Plan is generally a visual timeline or web-map.

School: The Abba's Orchard School Mandug Campus, Davao City

Guide: Xavier Angelo Barrameda

Schoolyear: 2019-2020

2019-2020 Plan

Area	Subcategory	Year 1	
		1 st Tri (16 weeks)	2 nd Tri (10 weeks)
Self Expression	Language	Poetry/Drama/Writing Labs	
	Physical	Brain Gym/ soccer/tai-chi/ Dance	Yoga / 5k-10k run
	Creative	Sketching/Voice/Ukelele/Gelatin Art	Calligraphy/Piano/Sewing/Baking
Psychic Formation	Moral Education	Effective Communication/ Love Languages/Conflict Resolution	Mindfulness/ Intentionality / Minimalism/ Konmari / Internet etiquette
	Language: English	Oral Expression, Literature Analysis, Writing, Seminar	
	Language: Pilipino		
Mathematics	National Standards (Math and Geometry)		
Preparation of the Adult	Study of the Earth and Living Things (Life Science / Earth & Space Science)	Ocean Study (Ecobricks) / Ecology / Climate Change	Human Anatomy / Plant Science / River Studies
	Land	Farm Occupations (Crops/Chickens/Pigs/Aquaponics)	
	Study of Human Progress and the Building Up of Civilizations (Physical Science / Technology & Engineering)	Living Spaces / Simple Machines / Printing (book making) / Internet Literacy	Inventions / Computers / Robotics /
	Study of the History of Mankind (Humanities)	Pre-colonial Philippines/Davao History / Ancient Civilizations / 3 Stages of Civilization	Community Studies / Heroes of the Philippines / Colonial Philippines / Middle Ages /
	Microeconomy	Honesty Shoppe/ecobricks/plastic Recycling / Farmer's Market	Farmer's Market / coffeeshop / auction /
Other Considerations	Service	Community Clean – up Drive Tree planting Community Service (free tutorials)	Feeding Programs / Donation Drive / Visit to orphanages
	Odyssey	5-day retreat	

Appendix G: Sample Theory Paper Topics

- Maria Montessori observed that all humans share the same fundamental tendencies—and that these tendencies are, in fact, what make us human and what make it possible for us to be so successful at adapting to the world and circumstances we live in.
 - 1.) Name and describe 10 Human Tendencies and explain how they make us who we are as humans.
 - 2.) Choose 3 Human Tendencies and describe what we might observe in children 3-6 or 6-12 exhibiting these tendencies.
- Describe the Four Planes of Development with some details about each plane. Explain how knowledge of all four planes impacts our response to the developmental needs of children and adolescents.
- Describe the prepared environment that Maria Montessori envisioned for adolescents, including a brief description of each major component of the environment. Explain how this environment serves to support the development of adolescents.

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Appendix H: Sample Lexicon Terms

Lexicon of Montessori Terms

One of the important goals of the Diploma Course is for you to gain a depth of understanding of Montessori philosophy and pedagogy. You should be able to accurately articulate an understanding of key Montessori terms as they apply to human development. Establishing a lexicon of Montessori terms also allows you to speak the language of Montessori to other professionals, colleagues, parents, and students.

You are expected to write a definition *in your own original words* for each term. The terms will be chosen each week based on the content of the lectures, presentations, and readings, and you will be given ample references to each term in Montessori related texts, so you can begin to peruse their use in original contexts. You should become familiar with as much original work by Dr. Montessori as possible. Your definitions should be 4-8 sentences long (you may write more if you wish) and should include at least two quotes or references of the term in context *from Dr. Montessori's writings when possible*. Additional references to articles and publications outside of Montessori's original work may be added when appropriate. The definitions should be expansive enough to include a general understanding of the term in Montessori theory and practice but should also include application to the third plane when appropriate.

Example:

Prepared Environment

A developmentally appropriate environment carefully prepared to meet the needs of the child based on their developmental plane. It is designed to support spontaneous, purposeful activity in the child such that true development can occur. It includes materials, the adult, the outdoor environment, and the other children. Each of these components participates actively in a child's development. Children experience a blend of freedom and self-discipline through their activity.

"In an open environment, that is, in one that is suitable to his age, a child's psychic life should develop naturally and reveal its inner secret." –Dr. Maria Montessori, *The Secret of Childhood*, p. 110.

"Obstacles must be reduced to a minimum and the surroundings should provide the necessary means for the exercise of those activities which develop a child's energies." – Dr. Maria Montessori, *The Secret of Childhood*, p. 110.

"Since adults are also a part of a child's environment, they should adapt themselves to his needs. They should not be an obstacle to a child's independent activities, nor should they carry out for him those activities by means of which a child reaches maturity." –Dr. Maria Montessori, *The Secret of Childhood*, p. 110.

Absorbent Mind	<i>The Absorbent Mind</i>
Adaptation	<i>The Absorbent Mind</i>
Cosmic Education	<i>To Educate the Human Potential</i>
Mathematical Mind	<i>The Absorbent Mind</i>

Grace and Courtesy	Standing, p. 215 <i>The Secret of Childhood</i> , Ballantine p. 127
Planes of Development/ Planes of Education	<i>The Absorbent Mind</i> Standing, Chapter 3
Prepared Environment	<i>The Absorbent Mind</i>
Sensitive Periods/Sensitivities	<i>The Secret of Childhood</i> , Chapter 3 or Chapter 7 ("Psychic Development")
Society by Cohesion	<i>The Absorbent Mind</i>
Human Tendencies	<i>The Human Tendencies and Montessori Education</i>
<i>Erdkinder</i>	<i>From Childhood to Adolescence</i>
Hand/Head	<i>From Childhood to Adolescence</i> <i>The Secret of Childhood</i> , Ballantine p. 81 <i>The Absorbent Mind</i>
Occupation	<i>From Childhood to Adolescence</i> , App. B
Personality/Character	<i>Education and Peace</i> , Chapters 11, 14
Social Development	<i>From Childhood to Adolescence</i> , App. A <i>NAMTA Journal</i> 26:3, p. 175
Three Period Lesson	<i>The Discovery of the Child</i> Chapter 8 "The Exercises" Standing, p. 307
Valorization	<i>From Childhood to Adolescence</i>
Work	<i>NAMTA Journal</i> 26:3, p. 175 <i>The Secret of Childhood</i> , Ballantine p. 185
Discipline	<i>From Childhood to Adolescence</i> <i>The Formation of Man</i> <i>The Absorbent Mind</i> , Chapter 26
Freedom/Responsibility	<i>From Childhood to Adolescence</i> Standing, Chapter XVII
Imagination	<i>From Childhood to Adolescence</i> , Chapter 5 <i>To Educate the Human Potential</i> , Chapter 2
Independence	Standing, pp. 51, 117, 177 <i>From Childhood to Adolescence</i>
Maximum Effort	<i>The Secret of Childhood</i> , Ballantine, p. 196
Mixed Age Group	<i>The Absorbent Mind</i> Standing, p. 177
Moral Development	<i>From Childhood to Adolescence</i> , App. B <i>Education and Peace</i> , xiv
Supernature (Supranature)	<i>From Childhood to Adolescence</i> <i>Education and Peace</i> , Chapter 13

Preparation of the Adult	<i>The Absorbent Mind</i> , Chapter 27 Standing, Chapter XVII <i>The Secret of Childhood</i> , Part II: The New Education; I. The Task of the Educator or Ballantine, p. 149, The Spiritual Preparation of the Teacher
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Appendix I: Daily Reflection Journal

Daily Reflection Journal

The full cycle of learning requires reflection as well as absorption. The journal assignment asks you to spend time reflecting on the content of the material you are receiving, ruminating on its implications for implementation, generating ideas for your own teaching setting and circumstances, and personally responding to ideas as they are rumbling about in your head and heart.

You are expected to make a journal entry each lecture day through Wednesday of the last week of the course. Your reflections may include any or all of the following levels of response:

- 1) Topical: Thoughts about the topic of the day
- 2) Reflective: Independent exploration of Montessori philosophy and principles or insight into adolescent needs and characteristics and appropriate pedagogical responses
- 3) Personal: One's own response to the course content or experiences

Sample Journal Prompts: (prompts are given at the beginning of the course to help create a habit of reflection on the course content. After a few weeks, students choose their own topic.)

- Reflect on the evidence of human needs and tendencies at work in your own life experiences.
- What strikes you about the role of the adult in Montessori education? Is this a shift in perception for you?
- Reflect upon the idea of Cosmic Education.

Appendix J: Experiences of Production and Exchange

Diploma Course students will have the opportunity to either engage in the economic activities that take place at the host school site or generate their own economic activities to participate in during the course. Samples might include:

- Participating in the sale of produce at a farmers' market
- Working in the school's market/shop
- Producing items for sale when the facilities make production possible, i.e.:
 - Cutting boards
 - Candles
 - Jewelry
 - Gift baskets
 - Honey products
 - Preserves
 - Textile or woven products
 - Teas

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Appendix K: Montessori's Plan of Study and Work Chart

Montessori's Plan	Of Study and Work
<p style="text-align: center;">A. Practical Considerations of Social Organization</p> <p style="text-align: center;">Prepared Environment Physical Environment/Occupations as Material</p> <ul style="list-style-type: none"> • Residence for Young People/Their Community Homes Practical Life Skills, Jobs Required in a Household/House Cleaning and Chores/ Domestic Arrangement Organizing for Comfort and Order • Farm Organic Produce and Livestock Natural Resource Management Machine Use and Maintenance House and Building Maintenance Trail and Woodlot Maintenance • Store Shop of Produce/Goods Commerce and Exchange Craft Production • Guesthouse • Museum of Machinery • Adolescents 12-18 years or 12-15 years/15-18 years • Adults (as materials in the environment) House Parents Teachers Living There Visiting Teachers Technical Instructors Workmen Parents 	<p style="text-align: center;">B. Educational Syllabus</p> <p style="text-align: center;"><u>1. Self-Expression</u></p> <p style="text-align: center;">Music Language Art</p> <p style="text-align: center;"><u>2. Psychic Development</u></p> <p style="text-align: center;">Moral Education Mathematics Language</p> <p style="text-align: center;"><u>3. Preparation for Adult Life</u></p> <p style="text-align: center;">a. The Study of the Earth and Living Things (geology, geography including prehistoric periods, biology, cosmology, botany, zoology, physiology, astronomy, and comparative anatomy)</p> <p style="text-align: center;">b. The Study of Human Progress and the Building Up of Civilization (physics, chemistry, mechanics, engineering, and genetics integrated into the history of science and technology—"supranature")</p> <p style="text-align: center;">c. The Study of the History of Humanity (scientific discoveries, geographical explorations, relation of humans to the environment, contact between different peoples, war, religion, patriotism, a detailed study of one period, the life of one person, the present day and nation, law and government, literature)</p>

Appendix L: Social Organization as a Central Developmental Principle

In Appendices A and B in *From Childhood to Adolescence*, Maria Montessori argues for the need for reform in secondary education if there is to be social reform in general, and she describes the general characteristics and features of a program for adolescents, which she sums up as “a school of experience in the elements of social life” (*From Childhood to Adolescence*, Clio 64). The environment for the third plane, for adolescence, is NOT the same as the environment for the elementary child. Nor should the activities and materials be the same. She says:

If secondary education, however, is set up along the very same lines as the first level, it goes against nature, for once the child has passed the age appropriate to his formation as an individual, he needs to devote himself to the formation of his personality.”

The level of education must be changed at this point. The adolescent’s social formation must now begin, and the individual must be given social experience” (*Education and Peace*, Clio 109).

Montessori’s Plan of Study and Work offers the means to developing the “personality” of the adolescent by providing experiences and opportunities necessary for *individual* development which can only occur in the context of *social interaction*, **social organization**. Opportunities for self-expression, necessary for aiding “the difficult development of the personality” (75), are only manifest in a social context, and the development of language use, mathematical thinking, and moral judgment happen because humans exist in a social sphere. The Plan of Study and Work needs to be seen as an inextricably combined and embedded integration of the Educational Syllabus and the Practical Considerations for Social Organization. We divide them (see “Montessori’s Plan of Study and Work Chart,” Appendix K) to better understand how we can provide an appropriate environment. Combined, the plan offers a way of seeing and thinking about adolescent development from the point of view of the *individual organism* at this stage of life. Traditional academic knowledge is embodied in this syllabus but must be seen not as information to be “covered,” but as a response to developmental needs of the organism at this stage of life. We can see the two parts of the plan as two foundational pillars for self-construction in the third plane: Social organization and the Educational Syllabus; but they cannot exist separately.

By “social experience,” Montessori means *practical and conscious* social experience, not just the inevitable association of simply being in the presence of others.

Social life is not sitting in a room together or living in a city. It does not regard social relations. The essence is that something is produced which is useful to the whole of society, and is changed for something else. Production and exchange are the essence of social existence. (“Dr. Montessori’s Third Lecture, Oxford, England, 1936,” *The NAMTA Journal*, 26:3, Summer 2001, 180).

The school which gives only academics, which separates intelligence from practical society, is no longer valid....the school itself is not the goal (learning for learning’s sake is torture!) but rather that learning has a practical application that it can unite and nourish life. It then suddenly becomes a brilliant and living thing.” (XXIII International Montessori Course in “The Erdkinder Research and Development Report”)

Production and exchange, practical application of learning (meaningful work), and economic interdependence are at the base of human social life. Even for the university student, Montessori points out that development has been hampered by a lack of true social independence, both

practical and economic. “Today it is not by philosophy, not by discussion of metaphysical concepts, that the morals of mankind can be raised. It is by activity, by experience, and by action.”
(*From Childhood to Adolescence*, Schocken 134)

Montessori makes clear that the goal for this age group 12-18 is social and economic independence, which can only be achieved by practical experience in a **social organization**. Because human beings interact with each other and with the world in complex ways that adapt to and change the world, human activity inevitably results in carefully organized endeavors.

To act in association with others either in thought or in practice is the only way in which the human nature can be active. Maria Montessori, *From Childhood to Adolescence*, Clio 88.

Humans collaborate; they communicate; they divide labor and responsibility; they produce and exchange goods and services; they specialize and contribute various kinds of expertise. They organize decision-making processes; they organize care of one another. The division of “Practical Life” activities at every level of Montessori education is a division into three parts: care of self, care of others, and care of the environment. A group that lives, works, and studies together provides for those levels of care by organizing responsibilities for the mutual benefit of everyone. You divide the labor; you take turns, you schedule the work. Knowledge makes the work more effective; knowledge informs problem-solving and decision-making. Sometimes the work you do is your job or obligation; sometimes it requires volunteerism. The social organization of the community benefits from the fully realized potential of each person’s individual expertise; it also benefits from full participation in the sharing of ideas and creative insights. Such organization would also benefit greatly, says Montessori, from increasingly harmonious collaboration.

We, therefore, have an obligation as educators to offer **concrete experiences of social organization** for the developing social being so that adolescents can be immersed in social practice. The social organization needs to be complex enough to reflect adult-level human interdependence, but simple enough to be transparent and absorbed; adolescents must feel that it is real—they must glimpse their futures as adults in it. It needs to be consciously established and maintained for that to happen, and it should aim for harmony. A “school of experience in the elements of social life” will aid the development of the individual personality by being a genuine context for social life. And as well all know, only when an adolescent truly feels part of the web of social life, truly belongs through his own efforts, individual freedom, and meaningful contribution, can the social experience be transformative and not an obstacle.

She says:

...vital energies consist in the sense of one’s true value and in the knowledge of the possibility of participating in a social organization. They are not required only by memorizing lessons or by resolving problems having nothing to do with practical life.

Life must be the focal point, and education the means.”

Maria Montessori, *From Childhood to Adolescence*, “Appendix C,” Schocken 134.

What makes work for the adolescent a “brilliant and living thing” is the sense that the work is purposeful—that it has meaning in the context of one’s social community. It’s our job to help them frame that work.

Preparing an Environment for Social Organization and a Montessori Plan of Study and Work for Adolescents

A. Practical Considerations of Social Organization

Residence for Young People

Will there be boarding options? How can adolescents have experiences that introduce living away from the family and/or being responsible for their daily lives and care of their environment and community? How can the residential experience be long enough so that the students have the time to experience what it is to really live together, the dynamics of social life, being in the community as a contributing member, but not always getting what you want or having things done your way?

What experiences of care of self/others/ environment will be possible? What experiences of community organization and self-governance are possible?

Farm/Land

In what ways can adolescents experience a significant connection to the earth/land/natural resources that allow them to grow food, care for animals, experience human interdependency with nature and human-built adaption of nature to fulfill their fundamental needs and connect with historical human endeavors to build civilization?

Store/Shop

How can adolescents participate in economic endeavors that require production and exchange, introduce them to the role of money and economics, and give them experiences in economic independence? How can their experience of economic independence be such that it has some kind of consequence for them in their daily lives with choices to be made and an understanding that they have to come up with the money because no one else will?

Guesthouse

How might adolescents host families and guests to allow them the opportunity of arranging for comfort, beauty, and order, and practicing adult-level grace and courtesy to others? How might cooking and serving others (even entertaining) with appropriate grace and courtesy be part of the experience?

Museum of Machinery

How and where might a collection of machines be organized for both historical and technological study and use? What machines are available for everyday use, repair, and exploration?

Adolescents 12–18 years or 12–15 years/15–18 years

What will the age group be for this community and why? What are the options for having 12-18?

Adults

What adults will be available as role models, as generalist guides, as specialists or experts (both academic and practical)? Are there members of the extended community who might be available as adjunct experts and mentors? (Adults do not all have to be there all the time).

B. Educational Syllabus

Self-Expression

What facilities and specialists will be available on site for self-expression opportunities? What specialists and locations exist in the local community that adolescents might go to, visit, or work with to have self-expression opportunities?

Psychic Development

What will be available on site for the study and experience of mathematics and mathematical applications to project work and meaningful tasks? What specialists or opportunities exist in the local community for further pursuit of mathematics, the history of mathematics, or for application of mathematics to meaningful tasks requiring mathematics?

What will be available on site for the study and experience of language and literature? What specialists or opportunities exist in the local community for further pursuit of language study and appreciation for the language arts?

What will be available on site for the exploration of moral interactions with peers and adults in the school community and also in the local community? What specialists or opportunities exist in the local community for further exploration of human morality and the nature of moral interactions? Where might adolescents provide community service in the community?

Preparation for Adult Life

The Study of the Earth and Living Things

What natural resources and natural areas do you have on your site or in your local community for nature/supernature management, stewardship, and study? In what ways can your community interact with the natural world that will invite purposeful work in connection with nature and its resources for humans? What experts in the natural sciences or the use of natural resources are in your area?

The Study of Human Progress and the Building Up of Civilization

What uses of technology, development of technology, and interaction with technology might be necessary purposeful work to meet the community's fundamental needs? What technology will be available on site to meet human needs? How might the use of technology—history and ethics—be explored in the context of purposeful work? How might the science behind technology be experienced and explored in the context of purposeful work? What experts in technology and its applications, history, or ethics are in your area and could be invited to bring their expertise?

The Study of the History of Humanity

What aspects of your site or your local community invite the exploration of the human story in this particular place? What other sites in your local or extended community connect to history in direct and palpable ways? In what ways does your site represent the experience of people in other places and other times with common needs and situations? What experts are in your area to bring an understanding or scholarship of history to the students?

Appendix L: The Educational Syllabus as a Framework for Study and Work

(adapted from “Montessori’s Educational Syllabus for the Adolescent: An Explication,” by Laurie Ewert-Krocker)

Maria Montessori left us with a vision for “aid to life” for the whole child from birth through adolescence. When one comes to assist the 12-15 year-old, there is much less in her writing and no documented observation work on her part to guide us. Yet even before she began to articulate an approach and materials for the elementary child, Montessori was calling for a badly needed reform in secondary education. The slim essays on “*Erdkinder*” in the appendices of *From Childhood to Adolescence* (59-93, Clio edition) establish a rationale for that reform, but provide just a few pages suggesting details of a prepared environment for adolescents, a general program of study, and a view to “practical considerations” of implementation. However, that framework, which we sum up in the two-part chart of “Plan for Study and Work,” turns out to have considerable pedagogical depth and is comprehensive in its considerations of adolescent development. Both the prepared environment and the program of studies—the “Educational Syllabus”—outlined in Appendix B, respond to the particular needs of the adolescent from a holistic perspective which is quite extraordinary in its breadth—despite its simplicity as an outline. Although Montessori is clear about the need to avoid a “detailed programme” designed “a priori,” without the “guidance of experience” (71), she manages to provide both a picture of the everyday life of the adolescent as well as an overview of study which broadens the scope of traditional academic curriculums and is organized to respond to the developmental needs and characteristics of adolescents.

“Education: syllabus and methods” outlines a plan of study and suggests appropriate methods of guiding such studies. This plan is thoroughly integrated into the Prepared Environment which relies on the context of genuine experiences of social organization. This chart becomes not only a guide to including important components in the environment, but a tool for design and analysis, a lens through which to see the components of the environment as developmentally based. Seeing the chart simply as a checklist of what to include as “curriculum” is too shallow an approach. Viewing the chart as an outline of what’s *necessary* as an aid to development and what’s *possible* for adolescents to pursue and experience keeps the interpretation of the work focused on human development. The chart must be seen as a guideline to components which are necessary *because* they are a response to developmental needs. One must be able to view and understand the components both from the external lens of the physical environment and the internal lens of the adolescent’s needs.

Self-Expression includes all of the ways that a human being asserts the individual sense of “self” in communication and interaction with others, by sharing internal processes and experiences, formulating and expressing identity, and connecting with other human beings (often through creative and physical expression) to better understand, appreciate, and empathize with other human beings.

Psychic Formation includes the ways in which humans are uniquely designed to perceive the world and make sense of it in ways that develop human intelligence—language, mathematics, and moral interaction. These “formative forces” shape the human spirit and intellect and make it possible for humans as organisms to adapt, collaborate, and thrive as a species.

Preparation for Adult Life includes the areas of cumulative human culture that an individual inherits based on the time and place in which one is born. Even if the interior personality (self-expression) and the natural intelligences (psychic formation) (as well as the physical well-being) of an individual are fully developed, the interaction of that individual with the world, and ultimately their effect on the world, depends a great deal on the gifts of the culture available to them in their time in history. By “culture” Montessori means cumulative human culture, the sum total of what humans know and have accomplished over time up to the present. This available cultural knowledge and know-how would be different for a person born into ancient Mesopotamia than for a person born into medieval Europe or a person born today.

Awareness of human history, in particular, is the way to develop empathy and a sense of universality in the human experience. We all have the same fundamental human needs. We all share in social organization. We are all interdependent. That is what history needs to teach us.

Traditional education has certainly “covered” these areas of human culture; for 100 years adolescents have been lectured to, been asked to hear and retain information, to recite facts, dates, and numbers in the

name of learning science, history, and technology. Their performance of “knowing” information has been measured and tested—and tested again. And still a well-informed, compassionate, moral human being has not been the product of education. The outcome Montessori envisioned of a more fully realized human being with a strong moral compass and the clarity of sight needed to recognize and manifest human collaboration and solidarity can only come about if we see that *information* cannot be the primary focus. Human development must be the focus instead. To understand how the personality of adolescents is constructed, we must go back to the fundamental Montessori principles that have informed Montessori practitioners for all children:

- Observe the developmental needs and characteristics of the children/adolescents
- Consider the whole child
- Prepare an appropriate environment that supports self-construction
- Offer choice
- Offer freedom of movement
- Consider the learning cycle: key lessons and experiences, opportunities and time for exploration and consolidation, indirect assessment of individual activity

Both Montessori’s understanding and our own observations lead us to see that for the adolescent, the context for self-construction is social organization—purposeful work, contribution to the community, “a school of experience in the elements of social life,” development of the individual in the context of society. Without a social context for the adolescent, knowledge is purposeless. Without social experience, there can be no moral development. Without internal freedom to choose and express oneself in the social context, education is slavery to someone else’s agenda and outcome.

“Work makes study better, says Dr. Montessori.” Study needs to be connected to and emanate from purposeful work. “Work” needs to be seen as self-construction. The “Plan of Study and Work” that Montessori offers for adolescents gives practitioners a set of developmental lenses through which to see the human organism constructing itself on the path toward adulthood.

Appendix M: Handbook, Guidelines, and Forms (in Process)

Course Parameters

- Attendance
- Late or Incomplete Work
- Note-taking
- Required Residential Experience
- Exams

Guidelines and Expectations

- Guidelines for Theory papers
- Guidelines for Observation
- Guidelines for Practice Teaching
- Guidelines for Literature review
- Guidelines for Lexicon

Documentation

- Documentation of Observations
- Documentation of Practice-teaching

Self-Evaluation

- Self-Evaluation Form for Practice Teaching

Feedback

- Feedback Form for Practice Teaching
- Feedback Form for Theory Papers
- Feedback Form for Lexicons
- Feedback Form for Student Presentations
- Feedback Form for Literature Review

Assessment

- Evaluation of written work
- Evaluation of written exam
- Evaluation of oral exam