

Louisiana Montessori Association

Expectations for Secondary II

*Initially developed by and used with permission from
Cincinnati Montessori Secondary Teacher Education Program*

CLASSROOM ENVIRONMENT	
Classroom set up encourages multiple uses: group work, independent work, lessons, seminars, research, etc.	
Multiple learning activities occur simultaneously.	
Has goals and values of the community posted for reference.	
Has seminar guidelines posted for reference.	
Has solo guidelines posted for reference.	
Has posted the community jobs/responsibilities for maintaining a clean, beautiful, and well-cared for learning environment.	
All displays are carefully selected, purposeful, and beautifully posted.	
Classroom has structures and procedures in place for organization.	
Everything has its place; clutter is not evident.	
The classroom atmosphere is warm and inviting.	
Materials and supplies are well cared for and in good condition.	
Students and adults move purposefully; they are respectful of the working environment and work spaces, always walking around work areas and perimeters of gathering circles.	
Students and adults speak appropriately for the situation, always using the quietest voice possible and never speaking over others or across the room.	
There is a productive "buzz" in the classroom. Students who are off-task redirect themselves quickly; when redirecting each other, they do so kindly and appropriately.	
TEACHER	
Actively teaches, observes, and circulates at all times; doesn't interfere/interrupt learning or work.	
Adults and students stop, face the speaker, and listen when the group is being addressed.	
Works to redirect inappropriate behaviors and activities in a calm and respectful manner; de-escalates rather than incites.	
Presents a variety of lesson types: mini group, whole group, small group, seminar	
Teacher promotes a climate of respect, friendliness, and openness.	
Has a plan and documentation for implementing student led conferences at least one time during the year.	
Has a procedure for regular and frequent parent communication regarding student performance.	
Maintains effective recording keeping systems.	

PROCEDURES EXIST FOR EACH OF THE FOLLOWING (As evidenced by student behavior)	
Entering the classroom.	
Beginning work.	
Conducting community meeting.	
Student organization (as evidenced in part by using planners, binders organized with tabs, checklists, etc.)	
Seminar.	
Requesting a lesson.	
Using controls to check work.	
Solo time, in which the adults participate and model behaviors and expectations.	
Restoring the environment.	
Transitions.	
ACADEMICS	
Clear objectives are tied to all lessons/activities/projects and are shared in writing with students. Students should be able to explain the purpose for all work.	
Interdisciplinary connections are present in many lessons, activities, and projects.	
Students teach each other.	
Project work includes clearly articulated steps and due dates, multiple components (research, drafts, paper, captions, artwork, product, performance, etc.,) supportive lessons and rubric.	
Student self-evaluations are used for major projects, processes, and papers as well as for leadership skills, seminar participation, and homework completion.	
Evidence is provided that choices are given and take into account learning styles, modalities, and/or abilities are used.	
Each content area has clear expectations, requirements, and a schedule for completion during the academic year. Students and teachers monitor progress and hold one another accountable for staying on schedule.	
Cycles of study are complete, organized and to date.	
MONTESSORI PRACTICES	
Has a schedule that provides large blocks of time (at least 1 3/4 hours) for instruction, choices, and work.	
Has service-learning component.	
Has a micro-economy component.	
Has an erdkinder experience (fall camp, gardening, stewardship, etc.) for students.	
Has a procedure for regular and frequent parent communication and education regarding Montessori secondary practices (thematic curriculum, field studies, fundraising, etc.) and adolescent development.	