# Secondary I- II Course Catalog

# 2026

# Center for Guided Montessori Studies Course Catalog

## Purpose of the Course Catalog

This Secondary Course Catalog is designed to be a companion guide to our Adult Learner Handbook. The course catalog provides specific information concerning the Secondary program, including course hours, practicum requirements, and course syllabi. Adult learners are asked to carefully read through this catalog and address any questions to the Secondary Level Director or one's assigned Instructional Guide.

## Our Commitment to Ethics and Responsibility

The Center for Guided Montessori Studies, (CGMS), is committed to the creation of a positive and supportive learning community. We resolve to treat all Adult Learners and faculty with the same respect granted to children in Montessori classrooms. All policies and procedures of CGMS will reflect our commitment to integrity and ethical practices on the part of all participants. All policies and procedures will be applied equally to every faculty member and Adult Learner regardless of age, sex, race, color, religion, marital status, or national origin.

CGMS is responsible for providing a learning environment that will promote the professional development of our Adult Learners and prepare them for a successful career as a Montessori educator.

Adult learners are responsible for adherence to the policies and procedures of The Center for Guided Montessori Studies. Adult learners will demonstrate respect for the course requirements and standards by their commitment to actively participate in the learning community and by putting forth their best efforts in all of their course work. Adult learners will further demonstrate this commitment through respectful interactions with fellow Adult Learners, instructors, administration, and all parents, children and faculty they encounter in their internship.

## Secondary Certificate Course Structure

The Full Certification program for Secondary I-II, teaching ages 12-18, combines our comprehensive distance-learning course (488 hours) with a two-summer 120-hour residential portion. The Practicum Phase is generally done concurrently with the distance learning studies, beginning in the first full school year after the initial summer residency has been attended. The entire secondary training program and certification is designed for completion in approximately 18 months.

**Distance Learning Phase** (488 hours) will consist of online video instruction, reading and written assignments, online discussions, special projects, and the ongoing creation of an album. The Adult Learner should expect to spend an average of 8 hours per week on this ongoing course work. The site for this phase is https://secondary.cgms.edu/login/index.php. Adult learners will receive a username and password for accessing this site.

**Practicum Phase (1000 hours)** has Adult Learners completing an internship in an approved Montessori Secondary classroom with online and/or in-person REGULAR guidance from a certified and experienced Montessori supervising teacher or mentor assigned by CGMS as the intern's Practicum Advisor (PA). Additional coaching is required if there is no experienced (3 years) secondary level guide in the classroom or readily available at the school. The internship takes place over a minimum of nine months during the school year and will include teaching, program design, and observations. An intern must have access to a minimum of five students in at least two different secondary grade levels, both within the secondary plane of development, to gain the experience necessary to complete the practicum. In addition, the practicum site must agree to the requirements noted in the practicum section below. At least 400 of the hours must be spent teaching or guiding learning in a Montessori secondary classroom that has been approved by the Director of Education or the Secondary Directory. The remaining hours may include time spent in observation and other "core secondary learning experiences" described in the section on Practicum Requirements.

**Residency Phase** (120 hours**)** assures that the Adult Learner has opportunities for guided learning experiences within a supportive Montessori community of peers. It includes on-campus academic course work, Socratic seminars, collaborative projects, and field study. The first residency session provides a foundation in understanding the needs of adolescents from 12-18 years old. The program focuses on structures of learning/ curriculum development, class leadership, and includes a field experience among other experiences in inquiry and project-based learning to prepare for the practicum phase. The second residency provides an opportunity to build on the topics presented in the distance learning course, with a focus on other elements of Erdkinder, including micro-economy and field experiences. Both residencies and all coursework dedicated to Secondary I and Secondary II are necessary for the credential and will support the Adult Learner who may face differentiated needs and a range of rigor and remediation. There will be an opportunity for an Erdkinder "retreat" experience at each of the summer residencies.

## Montessori Teaching Credential

CGMS is affiliated with The International Montessori Council (IMC). Adult learners who successfully complete all requirements of the program will receive an IMC Secondary I-II Montessori teaching certificate for teaching children 12 through 18 years of age.

The CGMS Secondary Full Certification program is accredited by The Montessori Accreditation Council for Teacher Education (MACTE). MACTE is recognized

by the U.S. Department of Education as the accrediting agency for Montessori Teacher Education programs. MACTE provides accreditation for teacher education programs that meet their specific Essential Standards and Criteria.

## Secondary Certification Eligibility

### IMC Secondary I-II Full Certification
Eligible Adult Learners will hold a minimum of a bachelor's degree from an accredited college or university or an international equivalent. Adult learners must satisfactorily complete all course requirements for the **CGMS Full Certification Program** (Residence, Distance Learning, and Practicum Phase).

### IMC Secondary Provisional Certification
Exceptions to the degree requirement may be made at the discretion of the Director of Education and Secondary Director, provided there is significant evidence of the candidate's ability to succeed in the course. Eligible Adult Learners must have a high school diploma and be working
toward or have completed some of the coursework toward a bachelor's degree from an accredited college or university or an international equivalent. The Adult Learner must satisfactorily complete all course requirements for CGMS **Full Certification Program** (Residence, Distance Learning, and Practicum Phase) and upon completion will earn an **IMC Secondary I-II Provisional Certificate.**

Adult learners without a bachelor's degree must submit an Educational Portfolio identifying intent for further study leading to a bachelor's degree and confirming educational and life experience that has prepared them for higher education. Information and resources are available through our office for completion of the Educational Portfolio.

An upgrade to Full Certification is available for Adult Learners who complete a bachelor's degree within five years from completion of the **CGMS** program. Adult learners will also need to show evidence of continued work in Montessori classrooms during this period, generally working in a Montessori secondary classroom while obtaining the bachelor's degree.

### IMC Secondary I-II Associate Certification
CGMS generally requires all secondary certification Adult Learners to attend the residential programs and seek Full Certification so they will be better prepared for a self-directed practicum experience. Rarely, exceptions may be made for Adult Learners at the discretion of the Director of Education and the Secondary Director.

## Residential Facilities

CGMS uses facilities at host schools for our residential session. The locations of summer residencies vary depending on the location of the Adult Learners and the availability of host sites. The dates and locations are published in January of each year, and registration is open in the Moodle platform for Adult Learners by the end of January.

## Residential Information Packets

Adult learners will receive information about the residential location and surrounding area by email prior to the start date of the program. This information will contain travel and lodging information as well as general information about the area, such as where to find a hospital or urgent care center, pharmacy, grocery and health food stores, and more. The information will contain directions to the residential facility, contact information for instructors, and a local representative from the host school. It will also contain an Adult Learner Emergency Contact Form. This form must be completed and submitted on the first day of the residential program.

## Secondary Course Information and Schedule

The Secondary Reading List will be emailed to Adult Learners when accepted in the program and will be posted on the course site. This list includes reading assignments that are required before coursework starts and also lists required reading for each course.  The Secondary Reading List is at this link:  [Secondary Reading List](#)

**Distance Learning Format:**
Course work is scheduled in 8 Modules, that vary between 5-8 weeks in length. A 9th module is held in two-week Intensives three times throughout training.   There are scheduled breaks between Modules and as semester breaks in the summer and winter. The summer term (winter in the southern hemisphere) includes a break to enable participation in the residential programs.

**A detailed week-by-week Cohort Schedule will be posted online in the course orientation week.**

**Capstone Projects and Final Exams:**
Presentation of Final Projects and submission of a Final Exam will be scheduled in the final weeks of the last module. Projects will be submitted online and presented to the cohort in video conference meetings. Final exams will be completed independently and

will be uploaded on the course site.

**Summer Residency Seminars:**
Full Certification secondary Adult Learners are expected to participate in the first residency before beginning their practicum and second residency program during the second summer in the course. However, rarely, exceptions may be made upon approval of the Secondary Director.

**Practicum Schedule**
The 1000-hour Practicum/Internship will typically take place in the first full school year after attending residency. In some cases, the practicum may extend into the second year of the course. A minimum of 400 hours of the practicum must be spent teaching or guiding learning in an approved Montessori secondary classroom. The remaining hours may include time spent in observation and other "core secondary learning experiences" described in the section on Practicum Requirements.

# Secondary Montessori Education Course Descriptions

*([Syllabi](#) can be found by clicking the link and are included at the end of the Course Catalog)*

**Orientation**
During this one week course, several activities will help us get to know each other and become familiar with the course software. We will also begin with some introductory videos and discussions about Montessori philosophy and other topics.

**Montessori Theory**
This course guides Adult Learners through a study of Montessori's history and philosophy, its  progression and application to child and adolescent development,  and its relevance to educational practices from the early years through elementary and into adolescent learning. The Erdkinder model takes center stage as adult  learners dive into an understanding of the third plane of development and the social, emotional, intellectual and physical needs of adolescents.

**Adolescent Development: The Adolescent Journey**
This course follows the child, from childhood through adolescence. It begins with the topic of bridging to the third plane and ends with transition to plane four and a view of the potential for post-secondary learners. This course will also explore the distinctions that define early and late adolescents.

**Curriculum: Structures of Inquiry**

Inquiry-based learning approaches are central to the design and implementation of a Montessori secondary curriculum. Adult learners examine the nature of understanding and the structured design of inquiry and project-based learning. Topics include backwards planning, central and supporting concepts and questions, formative and summative assessment procedures, three-period learning in the third plane, choice and differentiation, and thinking routines. This course focuses on curriculum design, educational resources, and learning activities, as well as instructional strategies for students 12 to 15 (Secondary 1) and 15 to 18 (Secondary 2). Curriculum is shown in the context of instructional practices and the open work cycle as a tool to develop an adolescent's independence, problem-solving skills, collaboration, and innovation.

**Leadership**

This course will help Adult Learners develop procedures to facilitate a prepared adolescent environment (classroom), tackling such topics as feedback, grades, and assessments; student-led conferences; discipline; parent education; advisory; diversity, equity, inclusion, justice and belonging; and strategies for setting and achieving goals.

**Observation**

Observation is Montessori's method of education, and she intended for her teachers to act both as scientists and as saints! During this course, Adult Learners will explore Montessori's scientific and spiritual observational pedagogies. They will also evolve observational literacy using a structured process. In addition, Adult Learners will apply this process to their own practice, creating a formal observation in their classrooms.

**Montessori Interdisciplinary Studies, Parts A and B**

Adult learners will explore and apply an interdisciplinary view for teaching secondary language arts, social studies, math, science, physical education/wellness, and the arts. Working in collaboration with others in their cohort, learners will research and develop integrated studies and cross-curricular learning activities, study methods for differentiated instruction, and work with assessment strategies. During this course, Adult Learners will explore the curriculum differences between Secondary I and Secondary II to better understand and meet the learning needs of early and older adolescents. Part A includes interdisciplinary studies in Social Studies, ELA and Wellness/Physical Education, Part B includes interdisciplinary studies in Math, Science and Art.

**Socratic Seminar Discussion** *Online overview and In residency*

Integral to Montessori secondary classrooms, Socratic Seminar is as much a practice as a course that is embedded throughout the CGMS secondary training and certification. Throughout residencies and online coursework, Adult Learners will focus on close reading and analysis of text, inquiry, compassionate and intelligent discussion, and integration of the Socratic Seminar Discussion method into the curriculum.

**Erdkinder (Three parts)** *Online and in residency*

   **The Power of Place and Sustainability (Nature-Based):** This section of **Erdkinder** is offered as a residential "retreat" during one of the summer residencies as an intense experience in place-based education. It features the work of the hand and the very vital work of bringing the natural environment to adolescent learners for their stewardship, whether on a farm or in an urban setting. It also includes outdoor education whereby Adult Learners will recognize not only the value of their adolescents to nature as stewards, but also the value of the outdoors to the valorized adolescent.

   **Business/Economic Independence:** This section of **Erdkinder** will explore Montessori's theory of valorization and economic independence developed through the adolescent's engagement in the prepared environment of a business. Adult learners will differentiate a business from fundraising activities, and develop and implement a business plan as well as a connection of the entrepreneurial mindset to the subjects they guide.

   **Field Experiences, Travel, Service Learning:** This section of **Erdkinder** will be held mostly in a summer residency, Adult Learners will prepare to guide adolescents in exploring their role within social, geographic, economic, and historical contexts through field experiences. They will also focus on the bigger experiences of travel. As part of "going out" during residency, they will participate in service learning, evaluate its value to an adolescent, and distinguish the terms "volunteering" from "service learning." Adult learners will plan their own experiences for their adolescent learners as part of an online component of this course. In the context of outdoor education, the Adult Learner will engage in a deep exploration of systems thinking and environmental literacy, design a study guide for students to become

involved in a local environmental   issue, and participate in a field experience and service learning project. This is not about teaching   physical education but rather focusing on the value of outdoors in an adolescent program.

**Capstone: The Museum**

The Capstone Project is the culmination of the Adult Learner's journey throughout the Secondary training program. Adult Learners will use their self-created albums to exhibit their understanding of the seven pillars of Secondary Montessori education. Using video and other mediums, they will create a Museum Exhibit that makes the case that they have placed all seven pillars into their prepared environment. They will then create a Montessori Creed to guide their intentions moving forward in their Montessori journey.

# Chart of Secondary I-II Course Hours

All course work will address the needs of students in the third plane of development, i.e. ages 12-18.

| COURSE TITLE | Distance Hours 8 per week | | Residential Hours | | TOTAL HOURS |
|---|---|---|---|---|---|
| Orientation | 8 | | | | 8 |
| Socratic Seminar | 8 | | 6 | | 14 |
| Montessori Theory | 56 | | 5 | | 61 |
| Adolescent Journey | 48 | | 5 | | 53 |
| Curriculum: Structures of Inquiry | 56 | | 15 | | 71 |
| Leadership | 56 | | 10 | | 66 |
| Observation | 40 | | 5 | | 45 |
| Montessori Interdisciplinary Studies A (SS, ELA & Wellness) | 56 | | 4 | | 60 |
| Montessori Interdisciplinary Studies B (Math, Science & Art) | 48 | | 4 | | 52 |
| Erdkinder: (3 sections) | | | | | |
| Nature-Based | 16 | | 36 | | 52 |
| Business/Economic Independence | 16 | | 18 | | 34 |
| Field Experience, Travel, Service Learning | 16 | | 12 | | 28 |
| Capstone | 64 | | | | 64 |
| | | | | | |
| Total Academic Hours by column | 488 | | 120 | | 608 |
| Total Hours | *Distance Hours 488* | | *Residential Hours 120* | | *608* |
| Practicum – Internship Hours | | | | | 1000 |

*Center for Guided Montessori Studies Montessori Secondary I-II Teacher Certification Program — Course Hours*

## Practicum Requirements

The practicum experience provides the Adult Learner with a supervised teaching/ learning experience during the course of a school year. The practicum brings together the theory and practice of Montessori education as the Adult Learner engages in observation and instructional guidance of adolescents, as well as gains experience in all aspects of classroom leadership.

The practicum is a 9-month internship that enables the Adult Learner (intern) to focus on applications of and mastery in the Montessori training. It will include monthly support from an assigned CGMS Practicum Advisor and three visits (at least one in-person) from an assigned CGMS Field Consultant. During the practicum, both Practicum Advisor and Field Consultant will focus on the intern's demonstration of providing:

- Leadership that adheres to Montessori principles and is structured to support learner independence, adaptability, inquiry, and community.
- Prepared adolescent environment that includes the seven pillars of a Secondary environment:
  - A minimum of 5 multi-age third-plane learners (Secondary I or Secondary II), grouped together <u>for the majority of the day</u> for both for instruction and community
  - Materials that include:
    - Daily Student-Led Community Meeting
    - Opportunities for Socratic Seminar
    - Work of the Hand
    - Field Experiences
  - Elements of Erdkinder that include:
    - Connection to land, sustainable practices in its stewardship, and work that is authentic and the outcome of lessons in practical life ("Farm")
    - A microeconomy (A robust financial literacy curriculum may be substituted at the Sec II level.)
    - Opportunities for student work presentation and displays to authentic audiences (Museum)
  - Students' use of an intern-designed inquiry-based Study Guide that includes a central concept and question, 3-period lesson structure, choice, collaboration, independent navigation during an open work cycle, interdisciplinary aspects, and self-reflection, covering a cycle of at least four weeks.
  - A weekly schedule that includes at least three 90-180 minute <u>open, uninterrupted work cycles per week</u>, driven by student choice embedded within the study guide(s). NO WHOLE-GROUP DIRECT INSTRUCTION OCCURS during these cycles.
  - Strategies for practicing self-reflection and self-renewal - both for learners and guides.
  - Opportunities to practice observational strategies

In some cases, Adult Learners are paid a stipend by the practicum site school. All such arrangements are made between the Adult Learner and the school. No assurance of compensation can be made by the CGMS. Adult learners may propose their own

practicum site or request our assistance in locating one.

Interns may elect one the following Secondary Concentrations for their practicum:

1. <u>Secondary I Concentration</u>– 9-month full time teaching practicum takes place in a Montessori Secondary environment with a focus on students 12 – 15 years of age (minimum of 2-year age mix is required).

2. <u>Secondary II Concentration</u> – 9-month full time teaching practicum takes place in a Montessori Secondary environment with a focus on students 15-18 years of age (minimum of 2-year age mix is required).

3. <u>Secondary Specialist Concentration</u> – this practicum option is for administrators who will be supervising a secondary program and teaching part time, or other specialists who teach less than a full day. The practicum must take place in a Montessori Secondary environment. It will last a minimum of 9 months but may extend longer to meet the required hours. A Practicum Plan must be submitted detailing how the 1000- hour requirement will be met. This plan must include a minimum of 400 direct teaching hours. The remaining hours must include experience in all Core Secondary Practicum Experiences listed below. This plan must be approved by the Course Director.

<u>Secondary Practicum Core Experiences</u>
All Secondary Practicum Concentrations require the intern to demonstrate the seven pillars noted above and to gain significant experience in the following areas:
- Observation assignments
- Assessment of students and programs
- Prepared environment - design and preparation
- Curriculum development and implementation based on Structures of Inquiry
- Student-led Socratic Seminars and Community Meetings
- Parent education on secondary development and secondary education topics
- Supporting adolescents with field experiences (which could include travel and service learning) and economic/business ventures or a tie-in to business planning

**Admission into the Practicum Phase**

In order for Adult Learners to enter the practicum phase of the teacher education program he/she must meet the following criteria:
1. Complete the first session of the residential program
2. Verification of practicum agreement with an appropriate practicum site that

meets CGMS and IMC standards.

3. Be in good financial standing with CGMS

## Secondary Self-Directed Practicum

As new Secondary Montessori programs develop and existing programs expand, the demand for teachers enrolling exceeds the availability of experienced supervising teachers. With this in mind, CGMS provides a plan for self-directed practicums, in which the Adult Learner assumes full responsibility for a classroom while still in training. The goal of this plan is to ensure that the student gets the support needed for both his/her success and the success of the practicum classroom while performing a teaching role simultaneous to taking the CGMS teacher education program.

Self-directed Adult Learners are given additional support through the guidance of a CGMS Practicum Advisor. This person contacts and meets with the Adult Learner throughout the practicum period, via monthly online meetings and regular emails and/or phone calls. These meetings are mandatory. The Adult Learner is responsible for responding and attending these meetings.

The Self-Directed Intern Support Fee ($700) covers the cost of a CGMS Practicum Advisor who will provide support through email, phone, and video conferencing on a monthly basis. This is in addition to the normal three practicum evaluations that all interns receive from a CGMS Field Consultant. This extra support, however, cannot replace the support a student normally receives when a supervising teacher is the lead in the intern's classroom. For this reason it is necessary for the intern and the school to determine how additional support can be provided at the school. If no additional support is available through the school, CGMS can provide a coach for further support, <u>which will result in an additional fee.</u>

The strategies in the <u>Self-Directed Support Plan</u> are suggestions for the additional support that may be provided by either the school or CGMS. We ask Heads of School to read through these suggestions and determine what the school can provide and discuss these options with the intern. CGMS stands ready to help formulate a plan. This plan should be summarized in writing and signed by both the intern and the Head of School or an assigned mentor. This plan should define who will provide support and when it will be provided.

### Supervising Teachers
Some Adult Learners will complete their practicum requirement in a classroom with a Supervising Teacher. The Supervising Teacher must hold a Montessori teaching credential for the appropriate Secondary level from an IMC approved Teacher Education Center and will be in at least the third year of teaching after the receipt of the Montessori Secondary

credential. The Supervising Teacher must agree to uphold the same ideals as the practicum requirements agreement.

CGMS will maintain open lines of communication with the Supervising Teacher and practicum site Head of School. The Supervising Teacher and Adult Learner are responsible for creating an environment for healthy communication between each other, which must include regularly scheduled and documented meetings for answering questions, support in practicing lessons, and feedback about the Adult Learner's progress. The Supervising Teacher will also be responsible for completing evaluations on the Adult Learner's work in the classroom and their development as a Montessori teacher.

## Practicum Assignments - Development of Leadership Skills

The Adult Learner documents the internship in both the online forums as well as in practicum-specific assignments. Full cooperation is expected on the part of the practicum school (and Supervising Teacher if appropriate) to ensure that the Adult Learner has opportunities to develop the skills listed below. There will be specific assignments that address these skills with ongoing assessment of progress in these areas, to be completed by the Adult Learner (self-evaluation) and the Field Consultant (defined below).

Adult learners are advised to communicate regularly with CGMS faculty and administration regarding the practicum experience, raising questions or concerns, especially whenever situations arise that could compromise a practicum experience.

### Practicum Evaluation and Field Consultant

Each Adult Learner will be assigned a Field Consultant who will provide evaluation, feedback, and guidance during the practicum phase by observing the intern in the classroom and completing a practicum field observation report. The Field Consultant will observe Adult Learners in their practicum classrooms at least three times during the practicum phase. At least one visit must be in person, with the others being virtual through videos or video conferencing. The sponsoring school or the Adult Learner (if the learner is not school-sponsored) will be responsible for travel expenses related to the in-person visit as well as any requested subsequent in-person visits. When questions and concerns arise about the observation, the Adult Learner may seek assistance from the Field Consultant by phone or email or through video conferencing.

Adult learners will also complete a self-evaluation prior to the first two observations. The self-evaluation should be completed and sent to the Field Consultant along with the current Study Guide and the Weekly Schedule before each of the first two observations, whether in-person or virtual. This will enable the Field Consultant to provide support more effectively.

Following is the link for the on-site evaluation form.
[Consultant's On-Site Report CGMS Secondary](#)

# Secondary Adult Learner Competencies

CGMS uses the Montessori Accreditation Council for Teacher Education (MACTE) competencies listed below as the standard for Adult Learner outcomes required for certification. In addition to the three areas of MACTE competency, CGMS has added two sections addressing professionalism in the school community and the teacher's continuing development. These competencies are considered in assessing all assignments and in evaluating the practicum experience.

## MACTE Competencies

### SECONDARY

## I.  Knowledge

The Candidate for certification has a sound knowledge of:

1a. Montessori Philosophy

1b. Human growth and Development

1c. Subject matter will include:
- A.   Mathematics
- B.   Language arts
- C.   Economic experiences
- D.   Sciences
- E.   Social studies

F.  Arts education

G.  Health and physical education

H.  History

I.  Outdoor education

J.  Service learning

K.  Career education and college admissions/career readings.

1d. Community resources for learning

## II.  Pedagogy

The candidate for certification understands

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

## III.  Teaching with Grace and Courtesy

The candidate for certification demonstrates and implements with adolescents:

3a. Classroom leadership
3b. Authentic assessment
3c.  The Montessori philosophy and methods (materials/experiences)
3d. Parent/teacher/ family partnership
3e. Professional responsibility, innovation and flexibility

## Additional CGMS Competencies

### IV. School Professionalism and Contribution

4a.  Demonstrates effective communications, cooperation, and collaboration with fellow staff.

4b.  Demonstrates effective guidance and management practices with support staff and works to develop a positive collaborative environment within the

classroom
4c. Demonstrates effective communications and working relations with organizational leaders and supervisors
4d. Exhibits professionalism, sound character, and a commitment to organizational goals and values.

**IV. The Teacher as a Reflective Lifelong Learner**

5a. Understands the importance of daily renewal and reflective practices 5b. Sets personal development and self-improvement goals
5c. Responds to personal challenges and conflicts as opportunities for growth

## Dismissal from Practicum Position

Any Adult Learner who is dismissed from their practicum position will immediately be placed on probation pending a CGMS administrative review. Dismissal from a practicum site will result in additional practicum hours. Dismissal may also result in immediate termination of enrollment, leading to the inability to receive certification. Please see Adult Learner Handbook for further elaboration on dismissal policies.

## Work Policy

Staying up-to-date is crucial to the success of the Adult Learners and the robustness of the cohort. This includes engaging with all required resources, attending video conferencing classes and meetings, and posting in the Moodle forums in a timely manner. Please note the following expectations:

-Adult learners are expected to post in the discussion forums by Thursday of each week. This is necessary to prepare for and/or cultivate a worthy discussion within the cohort. This means that the expectation is that the Adult Learner will be in the course by Wednesday in order to access materials prior to the writing of the discussion forum response.

-Adult learners are expected to attend live class meetings. We understand that absences may occur; advance notice is expected. If an Adult Learner misses a live class meeting, the link to the

recording will be made available to them, and they will be expected to view it and complete the make-up work within 48 hours. This should not happen more than once per module.

-Adult learners are expected to view and take notes on all required videos and resources. Notes are to be uploaded. Viewings should occur within the week assigned.

- Discussion and Journal Forum submissions will be marked Complete if they uphold the expectations of the forum. Other gradebook marks are Incomplete (work does not meet expectations of the forum) and No Submission.

-Assignments are marked as Demonstrates Competency or Requires More Evidence of Competency. Assignments are not marked Late, but every effort should be made to submit them on time. If an Adult Learner falls so far behind his cohort that he cannot complete the assignment prior to the beginning of a new module, it may prove helpful for that Learner to move on with the cohort and spiral back to the assignment during a break. This will be allowed to happen once during the training. Otherwise, it is expected that an Adult Learner completes 80% of a module before moving to the next. It is understood that extenuating circumstances can and do occur. An AL should contact their IG to discuss these circumstances and craft a joint action plan.

-We care deeply that each of our Adult Learners succeed, and experience has shown that staying current with their work not only ensures a timely graduation but also a greater sense of engagement and self-esteem. Adult Learners who do not meet the expectations of the program by keeping up with the work will receive a reminder email from their IG. If further communication is necessary, the Adult Learner will be asked to meet with the Associate Director and submit a catch-up plan and date. School heads who are sponsoring Adult Learners will be copied on this further communication.  Please note that it is CGMS Secondary policy to require that past modules are complete before beginning a new module.  In addition, Adult Learners who have difficulty staying current may be placed in a probationary status that requires them to stay up-to-date weekly.  Please note that Moodle access will be suspended automatically by CGMS Administration if an Adult Learner does not make adequate forward progress within a module.

## Course Completion

It is expected that Adult Learners will complete all Secondary course requirements within the scheduled period as outlined for one's specific cohort. Adult learners who need extra time will need to file an extension form and pay an additional fee.  If the Adult Learner is school sponsored, the Head of School will be informed of the need for an extension and will need to sign the Course Extension Form as well.  We strongly advise Adult Learners to complete all

work within the allotted time or if needed within a very short extension period.

The faculty of CGMS are committed to the successful completion of this certification program for all of our Adult Learners. One's Instructional Guide or the Secondary Director and Associate Director are available for any questions or for support.

**Syllabi for Courses listed above in the Course Catalog**

| Course Name | Orientation to the CGMS Secondary Program |
|---|---|
| Online Hours/ Residential hours | 8/0 |
| Central Question | None |
| Course Description | During this one week course, several activities will help us get to know each other and become familiar with the course software. We will also begin with some introductory videos and discussions about Montessori philosophy and other topics. |
| Objectives | 1. Complete several activities to help us get to know each other and become familiar with the course learning platform (2h)<br>2. Begin some introductory videos and discussions about Montessori philosophy. (2f) |
| MACTE competencies | II. Pedagogy<br>2f. Planning for instruction<br>2h. Reflective practice |
| Required Instructional Videos | ● Moodle Basics<br>● Moodle Layout<br>● Nagication Tips<br>● Posting in Forums<br>● Technical Information<br>● Orientation Video - CGMS Policies - Kitty Bravo<br>● Cultivating a Child's Potential - Tim Seldin |
| Required Readings: | ● Orientation Course Guide, Secondary CGMS<br>● Welcome Letter from Tim Seldin, CGMS President, Chair of the IMC Board<br>● Welcome Letter from Kitty Bravo, CGMS Director of Education |

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|---|---|
| | • CGMS Adult Learner Handbook<br>• CGMS Secondary Course Catalog<br>• Secondary Cornerstone Document<br>• Secondary Reading and Resource List |
| Outline of Content | I.   Understanding how Moodle functions<br>II.   Getting to know the cohort and what brought them to training.<br>III.   Understanding expectations for reflective practice. |
| Outline of Learning Experiences | 1.  Scavenger Hunt - Getting to know functions in Moodle. |
| Evaluation Methods (by percent) | Discussion: 15<br>Journal: 15<br>ZOOM Reflections: 15<br>Assignments: 45<br>Quiz: 10 |

**THE CENTER FOR GUIDED MONTESSORI STUDIES**

| Course Name | Socratic Seminar |
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| Online Hours/ Residential hours | 8/6 |
| Central Question | None |
| Course Description | Integral to Montessori secondary classrooms, Socratic Seminar is as much a practice as a course that is embedded throughout the CGMS secondary training and certification. Throughout residencies and online coursework, Adult Learners will focus on close reading and analysis of text, inquiry, compassionate and intelligent discussion, and integration of the Socratic Seminar Discussion method into the curriculum. |
| Objectives | 1. Explore and experience components of a Socratic Seminar Discussion process (including preparation) with the intent to help Adult Learners integrate it into their prepared secondary environment. (1a, 2c, 2f, 2h)<br><br>2. Understand and articulate the value of inquiry and |

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| | collaboration to the valorization of the individual. (3a 2f, 2h) |
| MACTE competencies | **MACTE Competencies**<br><br>IV. Knowledge<br>    1a. Montessori Philosophy<br><br>II. Pedagogy<br>    2c. The prepared environment<br>    2f.  Planning for instruction<br>    2h. Reflective practice<br><br>III. Teaching with Grace and Courtesy<br>    3a. Classroom leadership |
| Required Instructional Videos: | <ul><li>Socratic Seminar Part 1 - Part 4</li><li>How Wolves Change Rivers</li></ul> |
| Required Readings: | <ul><li>Jocelyn's Socratic Seminar Powerpoint</li><li>All Summer in a Day, Ray Bradbury</li><li>The Pleasures of Eating, Wendell Berry</li></ul> |
| Outline of Content | I. Process of close-reading and annotation, leveled questioning, discussion, reflection<br>II. Text Selection<br>III. Record-keeping<br>IV. Tricks and Tips<br>V. Modifications and applications |
| Outline of Learning Experiences | <u>Assignment Forums</u><br><br>1. Closely read and analyze three texts: fiction,<br><br>non-fiction, video. Practice annotation.<br><br>2. Design three levels of questions for each text.<br><br>3. Participate in several Socratic Seminars. |

|  | 4. Reflect on process and individual participation |
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| Evaluation Methods (by percent) | Discussion: 21<br>ZOOM Reflections:21<br>Assignments:42<br>Album: 16 |

**THE CENTER FOR GUIDED MONTESSORI STUDIES**

| Course Name | **Montessori Theory** |
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| Online Hours/ Residential hours | 56/5 |
| Central Question | How does a Montessori education valorize the personality of the adolescent? |
| Course Description | This course guides Adult Learners through a study of Montessori's history and philosophy, its progression and application to child and adolescent development, and its relevance to educational practices from the early years through elementary and into adolescent learning. The Erdkinder model takes center stage as adult learners dive into an understanding of the third plane of development and the social, emotional, intellectual and physical needs of adolescents. |
| Objectives | 1. To develop and present a personal philosophy of education. (1a, 2h)<br><br>2. To understand the philosophical foundations of Montessori's theory of education: the planes of development, the absorbent mind, the sensitive periods, spontaneous activity, the importance of movement, independence, order, the development of self-discipline, the normalized child, the role of the teacher, the prepared environment, the need for practical life, the cosmic education, human tendencies, and education for peace.(1a, 2e)<br><br>3. To explore the Erdkinder model and connect current secondary program elements to business, nature, museum. To see the transition of focus from the normalized child to the valorized young adult. (1a, 2h) |
| MACTE competencies | **MACTE Competencies** |

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| | I. Knowledge<br>    1a. Montessori Philosophy<br><br>II. Pedagogy<br>    2e. The purpose and methods of observation<br>    2h. Reflective practice |
| Required Instructional Videos: | <ul><li>Montessori HERstory - Kitty Bravo</li><li>Montessori Theory, Introduction, Part A and Part B</li><li>Erdkinder Segment 1 - Segment 6</li><li>Erdkinder Final Segment</li><li>Theory Erdkinder Museum Part 1 and Part 1</li><li>Introduction to How Adolescents Learn</li><li>The Planes of Development</li><li>The Spiritual Embryo and The Absorbent Mind</li><li>The Sensitive Periods</li><li>The Second Plan</li><li>Characteristics of the Second Plane</li><li>The Third Plane</li><li>More on the Third Plane</li><li>The Human Tendences 1-4</li><li>The Human Tendences 5-8</li></ul> |
| Required Readings: | <ul><li>Theory Course Study Guide, Secondary CGMS</li><li>Learning Theory Booklet, Secondary CGMS</li><li>Formation of Man, Maria Montessori (pgs 3-53)</li><li>From Childhood to Adolescence Appendix A, B, and C, Maria Montessori</li><li>Optimal Developmental Outcomes,Kay Baker, Annette Haines, and David Kahn</li><li>Human Tendencies</li><li>The Four Planes of Development, Camillo Grazzini</li><li>How It All Happened, Maria Montessori, AMI</li><li>Distinguishing Characteristics of Early and Late Adolescence, Jocelyn Bell Swanson</li></ul> |
| Outline of Content | I. Fundamentals of Montessori<br>II. Elements of Secondary Montessori<br>III. Erdkinder<br>IV. Inner Drives of Development<br>V. How Adolescents Learn |

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| Outline of Learning Experiences | 1. Formation of Man<br>    a. Read Formation of Man pgs 3-53. Montessori defines education as the "help we give to life." She refers (in Formation of Man) to psychic development, cosmic laws, and the mysterious will.<br><br>2. How Goes the Farm?<br>    a. <u>Assignment Sheet - Editable</u><br>    b. <u>Assignment Sheet - PDF</u><br><br>3. Human Tendency Chart based on Observation<br><br>4. Central Question Reflection<br><br>5. Album Review |
| Evaluation Methods (by percent) | Notes: 18<br>Discussion: 15<br>Journal: 15<br>ZOOM Reflections: 15<br>Assignments: 24<br>Album: 7<br>Central Question Reflection:  6 |

**THE CENTER FOR GUIDED MONTESSORI STUDIES**

| Course Name | Adolescent Development: The Adolescent Journey |
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| Online Hours/ Residential hours | 48/5 |
| Central Question | How does the understanding of the adolescent journey impact our practice and prepared environment? |
| Course Description | This course follows the child, from childhood through adolescence. It begins with the topic of bridging to the third plane and ends with transition to plane four and a view of the potential for post-secondary learners. This course will also explore the distinctions that define early and late adolescents. |
| Objectives | 1. Explore the transition from childhood to adolescence through a Bridging course (1b)<br><br>2. Explore and present on various topics of influence on how adolescents learn: risk-taking, relationships, body and brain, culture and experiences, identity, empowerment. (1b, 2f)<br><br>3. Distinguish differences between early and late adolescence. (1b, 2f, 2g, 2i)<br><br>4. Contextualize adolescents in community. (1b, 2g)<br><br>5. Consider the preparation of adolescence for the Fourth Plane of development with an eye to future goals for the post-secondary learner. (1b, 2f)<br><br>6. Develop experience in and a commitment to work of the hand. (1b, 2f, 2i) |
| MACTE competencies | I. Knowledge<br>    1b. Human growth and development<br><br>II. Pedagogy<br>    2f. Planning for instruction<br>    2g. Assessment and documentation |

| | 2i. Support and intervention for learning differences |
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| Required Instructional Videos: | <ul><li>Bridging - The Cosmic Curriculum</li><li>Bridging - The Elementary Child</li><li>Bridging - Montessori's Vision</li><li>Bridging - Maria Montessori Gives Us Direction, But Not a Scope and Sequence</li><li>Making the Transition - Structures of Inquiry</li><li>Making the Transition - The Changing Environment</li><li>Montessori Great Lesson 1</li><li>Montessori Great Lesson 2</li><li>Montessori Great Lesson 3</li><li>Montessori Great Lesson 4</li><li>Montessori Great Lesson 5</li><li>Adolescent Community 1: Philosophy</li><li>Adolescent Community 2: Environment</li><li>Adolescent Community 3: Ideas from the Classroom</li><li>Adolescent Community 4: Experiences and Traditions</li><li>Transitions and Transitions Support</li></ul> |
| Required Readings: | <ul><li>Maria Montessori's Cosmic Vision, Cosmic Plan, and Cosmic Education, Camillo Grazzini</li><li>Global Science and Social Systems, David Kahn</li><li>Mind Map Resource</li><li>From Cosmic Education to Civic Responsibility, Judith Cunningham</li><li>The Prepared Elementary Environment, Claudia Mann</li><li>The Guide and Their Tools, Claudia Mann</li><li>The Teenage Brain: Debunking the 5 Biggest Myths, Huffington Post Blog</li><li>The Science of Adolescent Learning: How Teenagers Learn and Grow, XQ The Super School Project</li><li>Choice of 1 out of 4 selected readings:<ul><li>The Science of Adolescent Learning: Risk-taking, Rewards, and Relationships, XQ The Super School Project</li><li>The Science of Adolescent Learning: How Body and Brain Development Affect Student Learning, XQ The Super School Project</li><li>The Science of Adolescent Learning: Valuing Culture, Experiences, and Environments, XQ The Super School Project</li><li>The Science of Adolescent Learning: Identity and Empowerment Influence Student Learning, XQ The</li></ul></li></ul> |

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| | Super School Project<br>● Distinguishing Characteristics of Early and Late Adolescence, Jocelyn Bell Swanson<br>● Working with Middle and High School Friends: What are the Developmental Differences?, Curt Torell<br>● Segment 1: Adolescent Community and Montessori Philosophy, Cora Heiser<br>● Segment 2: Preparing the Adolescent Environment for Community, Cora Heiser<br>● Segment 3: Community Building Examples from the Adolescent Classroom, Cora Heiser<br>● Segment4: Adolescent Montessori Experiences and Traditions, Cora Heiser |
| Outline of Content | The Bridge To Adolescence (Plane 2)<br>Introduction to Adolescent Development<br>Adolescent Learning<br>The Adolescent in Community<br>The Fourth Plane: Transitions to College and Career Readiness |
| Outline of Learning Experiences | 1. Subject Area Mind Map<br>    a. Using a subject that you are responsible for, create a mind map connecting additional subject areas that would not typically be handled by you.<br><br>2. Subject Area Mind Map Annotation<br>    a. Add to your Mind Map with the following annotations. Identify these requirements so they will maintain your attention on the students' requirements.<br><br>3. Mind Map Rationale<br>    a. You'll complete the assignment by adding a rationale for each connection you've made. Your rational should include<br>        i. What you currently understand about who the adolescent is and what they need to develop through this stage AND<br>        ii. Why/How the activity or subject matter addresses the development need.<br>        iii. How you see this as an opportunity to connect the student to their Cosmic Task (through the Hand or the Heart)<br><br>4. Adolescent Community<br>    a. Please choose one of the following assignments for this week: |

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|  | i. Create specifically for parents a letter or PowerPoint or infographic of some kind that highlights the important relationship of Parent, Teacher and Student. Include more than icons or graphics, but don't get too wordy on a slide! Short explanations or even bullet points on the special and unique value each role has in the adolescent community will do the trick. This would be an ideal note home during the holidays or at a cycle break, to reboot what you may have covered in your parent orientation. <br><br> ii. If you do not have a set of Core Values at your school or in your classroom, work with your students (administration too!) to establish a set that can form the basis of class attitudes and behavior. <br><br> 5. Choices - Transitioning into Adulthood. <br>    a. Choice 1 - Read - https://thriveglobal.com/stories/8-tips-to-help-you-thrive-during-life-transitions/ - Construct a lesson OR hands-on activity for each of the 8 tips. <br>    b. Choice 2 - Interview a military recruiter, college admissions officer, employer in your area to determine what they are looking for. Create a profile for the individual you would want a learner to be to transition to that choice. <br><br> 6. Central Question Reflection <br><br> 7. Album Review |
| Evaluation Methods (by percent) | Notes: 20 <br> Discussion: 10 <br> Journal: 20 <br> ZOOM Reflections: 20 <br> Assignments: 20 <br> Album:5 <br> Central Question Reflection: 5 |

**THE CENTER FOR GUIDED MONTESSORI STUDIES**

| Course Name | Leadership |
|---|---|
| Online Hours/ Residential hours | 56/10 |
| Central Question | How does true leadership reflect a "guide" vs. "teacher" mindset? |
| Course Description | This course will help Adult Learners develop procedures to facilitate a prepared adolescent environment (classroom), tackling such topics as feedback, grades, and assessments; student-led conferences; discipline; parent education; advisory; diversity, equity, inclusion, justice and belonging; and strategies for setting and achieving goals. |
| Objectives | 1. Understand and explore essential elements of a Montessori prepared environment. (1a,2c, 2f, 2j, 3a,3c, 3e, 3f)<br><br>2. Review the role and qualities of a Montessori guide in the context of classroom management. (1a, 1d, 2c, 2f, 2g, 2h, 2j, 3a, 3c, 3e, 3f)<br><br>3. Analyze structures that support inquiry, concentration, deep understanding, community, student independence, collaboration. (1a, 1d, 2c, 2d, 2f, 2g, 2h, 2j, 3c, 3d, 3f)<br><br>4. Establish habits of organization, including planning, communication and documentation. (1d, 2c, 2d, 2f, 2g, 3a, 3d)<br><br>5. Investigate methods of advisory to encourage student organization and goal setting. (1d, 2g, 2h, 2j)<br><br>6. Consider motives and methods of discipline. (1a, 2d, 2g, 2h, 2j, 3a)<br><br>7. Design and present a classroom structure. (1a, 1d, 2c, 2d, 2f, 2g, 2h, 2j, 3c, 3d, 3f) |

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| | 8. Design and present a classroom routine. (1a, 1d, 2c, 2f, 2h, 2j, 3a, 3c, 3f)<br><br>9. Design and lead a group initiative. (1a, 1d, 2c, 2f, 2h, 2j, 3a, 3c, 3f)<br><br>10. Understand the importance of good student-guide-parent relationships. (1d, 2d, 2h, 2j, 3d, 3e)<br><br>11. Explore what parents need to / want to know. (1d, 2d, 2h, 2j, 3d, 3e)<br><br>12. Practice developing S.M.A.R.T. goals (2f, 2h, 3e)<br><br>13. Understand the need for and application of culturally responsive environments. (2j) |
| MACTE competencies | I. Knowledge<br>    1a. Montessori philosophy<br>    1d. Community resources for learning<br><br>II. Pedagogy<br>    2c. The prepared environment<br>    2d. Parent/teacher/family/community partnership<br>    2f. Planning for instruction<br>    2g. Assessment & documentation<br>    2h. Reflective practice<br>    2j. Culturally responsive practices<br><br>III. Teaching with Grace and Courtesy<br>    3a. Classroom leadership<br>    3c. The Montessori philosophy and methods (materials)<br>    3d. Parent/teacher/family partnership<br>    3e. Professional responsibilities<br>    3f. Innovation and flexibility |
| Required Instructional Videos: | ● Grading and Assessment Video |

| Required Readings: | <ul><li>Student Led Conferences</li><li>Student Led Conferences: Resources for Educators, Edutopia</li><li>Grading and Assessment PowerPoint</li><li>Keeping it Relevant and "Authentic," Edutopia</li><li>Engineering Success: Students Build Understanding, Edutopia</li><li>Assessment: Lower Stakes, Raise Retention, Edutopia</li><li>Types of Tests, University of Waterloo</li><li>Beyond Tests, School of Thought</li><li>7 Smart, Fast Ways to do Formative Assessments, Edutopia</li><li>*Positive Discipline in the Montessori Classroom*, Chip DeLorenzo</li><li>*Tools For Conceptual Understanding,* Julie Harris Stern, Fantin Ferraro, Juliet Mohnkern</li><li>*The Path Beyond Diversity* ,Cindy Acker, Ed. D.</li></ul> |
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| Outline of Content | 1. Spirituality of the Guide<br>2. The prepared environment<br>3. Guiding vs. Teaching<br>4. Records and documentation<br>5. Discipline<br>6. Diversity, Equity, Inclusion, Belonging and Justice |
| Outline of Learning Experiences | 1. Define and/or Refine your Student Lead Conference Process.<br>   a. Creation of a template<br><br>2. Considering Assessment in the eyes of Parents, Students, and Structure.<br>   a. Develop a personal philosophy.<br><br>3. Make a Plan, Try a Strategy - Positive Discipline.<br>   a. Choose a strategy explained in positive discipline to actively integrate into classroom practice.<br>   b. Present findings in a live Zoom meeting.<br><br>4. Plan New Assessment Strategies.<br>   a. Choose a strategy explained in positive discipline to actively integrate into classroom practice.<br>   b. Present findings in a live Zoom meeting.<br><br>5. Central Questions Reflection<br><br>6. Album Review |

| Evaluation Methods (by percent) | Notes: 12<br>Discussion:24<br>Journal: 20<br>ZOOM Reflections:  20<br>Assignments: 25 |
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**THE CENTER FOR GUIDED MONTESSORI STUDIES**

| Course Name | Curriculum: Structures of Inquiry |
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| Online Hours/ Residential hours | 56/15 |
| Central Question | How does structure support inquiry, independence, community, choice, and adaptability? |
| Course Description | Inquiry-based learning approaches are central to the design and implementation of a Montessori secondary curriculum. Adult learners examine the nature of understanding and the structured design of inquiry- and project-based learning. Topics include backwards planning, central and supporting concepts and questions, formative and summative assessment procedures, three-period learning in the third plane, choice and differentiation, and thinking routines. This course focuses on curriculum design, educational resources, and learning activities, as well as instructional strategies for students 12 to 15 (Secondary 1) and 15 to 18 (Secondary 2). Curriculum is shown in the context of instructional practices and the open work cycle as a tool to develop an adolescent's independence, problem-solving skills, collaboration, and innovation. |
| Objectives | 1. Understand and demonstrate the role of inquiry in curriculum design (1a, 2a, 2b, 2f, 3c, 3f) 2. Practice Thinking Routines (2a, 2b, 2f, 3c) 3. Understand the role of the Three Periods of Learning structure in a Montessori secondary curriculum (1a, 2a, 2f, 2i, 3c, 3f) 4. Explore the essential components of and distinctions between choice and differentiation (1a, 2a, 2c, 2f, 2i, 3c, 3f) 5. Demonstrate competency in designing a Structure of Inquiry that includes all essential elements (2a, 2b, 2c, 2f, 2g, 2i, 3b, 3c, 3f) 6. Connect the indelible relationship between a Study Guide and the uninterrupted work cycle (2a, 2c, 2f, 3a, 3c) 7. Use Study Guides in the role of an adolescent in residential and virtual settings (1a, 2a, 2c, 3c, 3e, 3f) |

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| MACTE competencies | I. Knowledge<br>    1a. Montessori philosophy<br><br>II. Pedagogy<br>    2a. Correct use of Montessori materials<br>    2b. Scope and sequence of curriculum<br>    2c. The prepared environment<br>    2f. Planning for instruction<br>    2g. Assessment & documentation<br>    2i. Support and intervention for learning differences<br><br>III. Teaching with Grace and Courtesy<br>    3a. Classroom leadership<br>    3b. Authentic assessment<br>    3c. The Montessori philosophy and methods (materials)<br>    3e. Professional responsibilities<br>    3f. Innovation and flexibility |
| Required Instructional Videos: | ● Live workshop examining Inquiry Based Learning |
| Required Readings: | ● Structures of Inquiry Study Guide, Secondary CGMS<br>● Tools For Conceptual Understanding, Julie Harris Stern, Fantin Ferraro, Juliet Mohnkern<br>● Designing Learning that Matters, Edutopia<br>● Education: A Little Theory, Jocelyn Bell Swanson<br>● Learning What to do With Inquiry: The Importance of Inquiry-Based Questions<br>● Multiple Intelligence Test - Based on Howard Garner's Model<br>● Multiples Intelligences Theory: Widely Use, Yet Misunderstood, Youki Terada<br>● Five Qualities of Best Designs, Dr. Paul Epstein |
| Outline of Content | 1. Inquiry-based Learning<br>2. Project-based Learning<br>3. Three Periods of Learning Structure<br>4. Thinking Routines<br>5. Structures for learning that include study guide and uninterrupted work cycles<br>6. Choice and Differentiation<br>7. Introduction and routines in using a Study Guide |

| Outline of Learning Experiences | 1. Read Chapters 1 - 3 of Making Thinking Visible<br>    a. Complete a 3-2-1 Thinking Routine for each chapter.<br>        i. 3 take-aways, 2 questions, 1 idea for application.<br><br>2. Complete Education Today Chart - Provide Examples based on the following:<br>    a. Think with high-level cognitive skills; identify these skills<br>    b. Identify problems, propose solutions, marshal resources, plan, and implement those solutions<br>    c. Be digitally literate – define what this means<br>    d. Demonstrate leadership and teamwork skills; define leadership and teamwork<br>    e. Understand, accept, and include diversity<br><br>3. Design a Three Period Lesson: Discovery, Exploration, Innovation<br><br>4. What Kind of Smart Are You?<br>    a. Read the Multiple Intelligence Theory article in our Resources section.<br>    b. Take the MI test and settle on your favorite "Smart".<br>    c. Choose a Smart you don't feel so smart about.<br>    d. Turn to You're Smarter Than You Think and pick the suggested activity for your Smart (or one that you design) in the category of your lesser Smart. Do it and prepare to present it during our ZOOM.<br>    e. Create a differentiated 3-period lesson plan with activities for a learner based on a Smart that is different from yours. Collaborate with others if you prefer, or go it alone! The lesson plan should include: each of the three periods, choices, a rationale, and a rubric for feedback and assessment<br>5. Framing Up Concepts - Using *Tools for Teaching Conceptual Understanding*.<br>    a. Review your notes from Chapter 1 from *Tools for Teaching Conceptual Understanding.* Choose one of the questions to answer through a review of material that you are teaching this week.<br>        i. From the facts or skills being taught, which concepts are at the heart of the learning? For instance, a unit on the human body may be driven by the concepts of system, interdependence, and health. |
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| | ii. Which connections between concepts would we like students to make as a result of the learning? For example, in mathematics, we may ask students to connect the concepts of multiplication and division. In science, we may wish to see how they draw links between photosynthesis and energy transformation.<br>iii. What opportunities for application and transfer can we design to help students take their learning further? For instance, we may ask students who have learned about principles of art and design to create posters for a social or environmental cause of their choice.<br><br>6. [Inquiry Based Learning Planning Chart](#)<br><br>7. Read Chapters 4-6 in *Making Thinking Visible*, then incorporate two Thinking Routines into your IBL Planning Chart.<br><br>8. Define Vocabulary You Will Include  in Study Guide and Create a Summative Assessment for that Vocabulary.<br><br>9. Study Guide Submission<br>    a. Central Concept<br>    b. Central Question<br>    c. Objectives<br>    d. Learning Activities<br>    e. Choice<br>    f. Opportunities for Collaboration<br>    g. Independence<br>    h. Inquiry<br>    i. Reflection.<br><br>10. Album Review |
| Evaluation Methods (by percent) | Notes: 12<br>Discussion:12<br>Journal: 12 |

| | ZOOM Reflections: 14<br>Assignments: 40<br>Album: 5<br>Central Question Reflection:  5 |
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# THE CENTER FOR GUIDED MONTESSORI STUDIES

| Course Name | Observation |
|---|---|
| Online Hours/ Residential hours | 40/5 |
| Central Question | How does Observation inform a Montessori practice? |
| Course Description | Observation is Montessori's method of education, and she intended for her teachers to act both as scientists and as saints! During this course, Adult Learners will explore Montessori's scientific and spiritual observational pedagogies. They will also evolve observational literacy using a structured process. In addition, Adult Learners will apply this process to their own practice, creating a formal observation in their classrooms. |
| Objectives | 1. Understand the role of Observation in classroom leadership. (1a, 2e, 2h)<br><br>2. Develop strategies for and habits of observation. (1a, 2h)<br><br>3. Engage teen learners in a practice of self-observation and nature observation. (1a, 2e, 2h) |
| MACTE competencies | II. Knowledge<br>    1a. Montessori Philosophy<br><br>II. Pedagogy<br>    2e. The purpose and methods of observation<br>    2h. Reflective practice |
| Required Instructional Videos: | ● Observation Week 1, Video Transcript Included |
| Required Readings: | ● Deep Drive on Scientific Observation, Ben Moudry, The Montessori Adolescent Initiative |

| Outline of Content | 1. Why observation?<br>2. Ways to observe<br>3. Ways to collect data<br>4. What to do with data<br>5. Practice of observation as routine<br>6. Review differences between observing Secondary I and Secondary II learners<br>7. Self-Observation as a Reflective Practice |
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| Outline of Learning Experiences | 1. Sharpen Your Observation Skills<br>   a. Sharpen your observation skills. A good place to do this is in nature. Find a place in nature for a 30-minute observation. Take a sketch pad and a notepad. Get settled and be still, and let yourself respond to something that calls for your attention in that place.<br>   b. After some stillness, write down a question about what you want to learn/observe. Now spend some moments observing this with an eye to answering that question. Note: Is your question factual – one that you can answer through a Google search? Or are you asking questions that nature can answer before your eyes. Rather than why is tree bark brown, ask how does the tree relate to the rest of this forest? Or rather than what is the temperature tolerance of this plant, ask how can we celebrate the life and death of nature?<br>   c. Write a short summary to post in the forum.<br><br>2. Try a New Observation Strategy - *Deep Dive on Scientific Observation*<br>   a. Select one of the observation methods described at the end of the Deep Dive article – a formal or informal format. Observe in your classroom, using the steps outlined in Week 1. Present this in a breakout room in this week's ZOOM class.<br><br>3. Try Out a Different New Observation Strategy.<br>   a. Select a different observation method described at the end of the Deep Dive article – a formal or informal format. Present this in a breakout room in this week's ZOOM class.<br><br>4. Your Learners In Nature<br>   a. Observe while your Learners complete week 1 assignment. |

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| | 5. Try Out a Different New Observation Strategy.<br>    a. Select a different observation method described at the end of the Deep Dive article – a formal or informal format. Present this in a breakout room in this week's ZOOM class.<br><br>6. Album Review |
| Evaluation Methods<br>(by percent) | Notes: 8<br>Discussion: 15<br>Journal: 20<br>ZOOM Reflections: 9<br>Assignments: 36<br>Album: 8<br>Central Question Reflection: 4 |

**THE CENTER FOR GUIDED MONTESSORI STUDIES**

| Course Name | Montessori Interdisciplinary Studies A |
|---|---|
| Online Hours/ Residential hours | 56/4 |
| Central Question | How does an interdisciplinary approach to learning deepen a connection to work that is noble? |
| Course Description | Adult learners will explore and apply best practices for teaching secondary language arts, social studies and physical education/wellness. Working in collaboration with others in their cohort, learners will research and develop integrated studies and cross-curricular learning activities, study methods for differentiated instruction, and work with assessment strategies. During this course, Adult Learners will explore the curriculum differences between Secondary I and Secondary II to better understand and meet the learning needs of early and older adolescents. This course will extend into the capstone project, giving Adult Learners the opportunity to demonstrate their understanding of Montessori theory, adolescent development, structures of inquiry, and project-based learning. |
| Objectives | 1. Understand the importance of providing interdisciplinary connections within a curriculum. (1a, 1c, 2c, 2f, 2j, 3a) <br> 2. Practice connecting different fields of study under a central question or theme through lessons and projects (2f, 3b, 3c, 3f) <br> 3. Practice presentation skills and peer responses (2h, 3f) <br> 4. Connect core subjects to each other plus art, wellness/PE (1c, 2b, 2f, 2g, 2i, 2j) |
| MACTE competencies | I. Knowledge <br>    1a. Montessori philosophy <br>     1c. Subject matter for each Course Level to include: Secondary subjects (mathematics, language arts, economic experiences, mathematics, sciences, social studies, arts education, health and physical education, history, outdoor education, service learning, career education and college admissions/career readiness), Cosmic education, Peace education, fine and gross motor skills, practical life <br>     1d. Community resources for learning |

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| | II. Pedagogy<br>    2b. Scope and sequence of curriculum (spiral curriculum)<br>    2c. The prepared environment<br>    2f. Planning for instruction<br>    2g. Assessment & documentation<br>    2h. Reflective practice<br>    2i. Support and intervention for learning differences<br>    2j. Culturally responsive methods<br><br>III. Teaching with grace and courtesy<br>    3a. Classroom leadership<br>    3b. Authentic assessment<br>    3c. The Montessori philosophy and methods (materials)<br>    3f. Innovation and flexibility |
| Required Instructional Videos: | • Why the Universe Story Matters<br>• Pedagogy with Cosmic Vision<br>• Big History<br>• Third Period: Big History Exhibition<br>• Any Questions?<br>• Reading Part 1 - Part 5<br>• Writing Part 1 - Part 6<br>• Physical Education |
| Required Readings: | • How to Crack the Toughest Nut in Education: High School, Natalie Wexler<br>• The Disappearing Social Studies Curriculum, Sheree Turner, Social Studies School Service<br>• What's the Difference? Best Practices in the Montessori Secondary Program, Marta Donahoe with Penny Chichucki, Sheila Coad-Bernard, Betsy Coe, and Barb Scholtz<br>• Deeper Reading, Kelly Gallagher<br>• School Health Initiative Program (SHIP), Williamsburg-James City County Public Schools<br>• How to Encourage Your Teen to Spend Time on Self-Care, Jamison Monroe Jr<br>• 15 Best Self-Esteem Worksheets and Activities, Courtney E. Akerman, MA<br>• Healthy Self-Care for Teens:L 4 Ways Families Can Help, Dr. Revekah Fenton, MD, FAAP<br>• Empowering Teens with Self-Care, Charlie Health Editorial Team<br>• 80+ Self-Care Activities for Teens, Yanique Chambers |

| Outline of Content | 1. Distinctions between Multidisciplinary, Interdisciplinary, Transdisciplinary<br>2. Design of interdisciplinary learning experiences<br>3. Presentation of integrated lessons and projects |
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| Outline of Learning Experiences | 1. Presentation and Submission of Social Studies Lesson.<br><br>2. Presentation and Submission of an English and Language Arts Lesson.<br><br>3. Presentation and Submission of a Wellness Lesson.<br><br>4. Central Question Reflection<br><br>5. Album Review |
| Evaluation Methods (by percent) | Notes: 15<br>Discussion: 22<br>Journal: 20<br>ZOOM Reflections: 18<br>Assignments: 20<br>Central Question Reflection: 5 |

| Course Name | Montessori Interdisciplinary Studies B |
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| Online Hours/ Residential hours | 48/4 |
| Central Question | How does an interdisciplinary approach to learning deepen a connection to work that is noble? |
| Course Description | Adult learners will explore and apply best practices for teaching secondary math, science and the arts. Working in collaboration with others in their cohort, learners will research and develop integrated studies and cross-curricular learning activities, study methods for differentiated instruction, and work with assessment strategies. During this course, Adult Learners will explore the curriculum differences between Secondary I and Secondary II to better understand and meet the learning needs of early and older adolescents. This course will extend into the capstone project, giving Adult Learners the opportunity to demonstrate their understanding of Montessori theory, adolescent development, structures of inquiry, and project-based learning. |
| Objectives | 1. Understand the importance of providing interdisciplinary connections within a curriculum. (1a, 1c, 2c, 2f, 2j, 3a) 2. Practice connecting different fields of study under a central question or theme through lessons and projects (2f, 3b, 3c, 3f) 3. Practice presentation skills and peer responses (2h, 3f) 4. Connect core subjects to each other plus art, wellness/PE (1c, 2b, 2f, 2g, 2i, 2j) |
| MACTE competencies | 1c. Subject matter for each Course Level to include: Secondary subjects (mathematics, language arts, economic experiences, mathematics, sciences, social studies, arts education, health and physical education, history, outdoor education, service learning, career education and college admissions/career readiness), Cosmic education, Peace education, fine and gross motor skills, practical life<br>    1d. Community resources for learning<br><br>II. Pedagogy<br>    2b. Scope and sequence of curriculum (spiral curriculum)<br>    2c. The prepared environment |

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|  | 2f. Planning for instruction<br>2g. Assessment & documentation<br>2h. Reflective practice<br>2i. Support and intervention for learning differences<br>2j. Culturally responsive methods<br><br>III. Teaching with grace and courtesy<br>3a. Classroom leadership<br>3b. Authentic assessment<br>3c. The Montessori philosophy and methods (materials)<br>3f. Innovation and flexibility |
| Required Instructional Videos: | <ul><li>The Humanity of Calculus, Jim Fowler</li><li>Math is the Hidden Secret to Understanding the World, Roger Antonsen</li><li>Math Class Needs a Make-over, Dan Meyer</li><li>Five Principles of Extraordinary Math Teaching, Dan Finkel</li><li>Science Part 1 - Part 6</li><li>Art Appreciation 1 and 2</li><li>Art Integration for Deeper Learning in Middle School, Edutopia</li></ul> |
| Required Readings: | <ul><li>Best Shot At Converting A Penalty Kick? Shoot Straight Ahead, Christopher Turpin</li><li>Math in the Real World, EconEdLink</li><li>STEAM Rising: Why we need to put the arts in STEM Education, Anna Feldman, Slate</li><li>Why Arts Education Is Crucial, and Who's Doing It Best, Fran Smith</li><li>Defining Arts Integration, Lynne B. Silverstein, and Sean Layne, The Kennedy Center's Changing Education Through the Arts (CETA) Program</li><li>Art-Infused Project-Based Learning: Crafting Beautiful Work, Emelina Minero, Edutopia</li><li>Use Arts Integration to Enhance Common Core, Susan Riley, Edutopia</li><li>What Are The Fundamentals of Art? (And How To Learn Them,) Concept Art Empire</li><li>Art Fundamentals, The Virtual Instructor</li><li>Lessons Plans for Art Education, Blick</li><li>Lesson Plans and Resources for Arts Integration, Doug Keely, Edutopia</li></ul> |
| Outline of Content | 1. Distinctions between Multidisciplinary, Interdisciplinary, Transdisciplinary |

| | 2. Design of interdisciplinary learning experiences<br>3. Presentation of integrated lessons and projects |
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| Outline of Learning Experiences | 1. Presentation and Submission of Science Lesson.<br><br>2. Presentation and Submission of Math Lesson.<br><br>3. Presentation and Submission of a Fine Arts Lesson.<br><br>4. Central Question Reflection<br><br>5. Album Review |
| Evaluation Methods (by percent) | Notes: 15<br>Discussion: 18<br>Journal: 15<br>ZOOM Reflections: 24<br>Assignments: 18<br>Album: 5<br>Central Question Reflection: 5 |

| Course Name | **Erdkinder**<br>**Includes three parts:**<br>● **The Power of Place and Sustainability ( Nature-Based)**<br>● **Business/ Economic Independence**<br>● **Field Experiences, Travel and Service Learning** |
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| Online Hours/<br>Residential hours | 48/66 |
| Central Question | How is Erdkinder the foundation for valorization? |
| Course Description | **The Power of Place and Sustainability (Nature-Based):** This section of **Erdkinder** is offered as a residential "retreat" during one of the summer residencies as an intense experience in place-based education. It features the work of the hand and the very vital work of bringing the natural environment to adolescent learners for their stewardship, whether on a farm or in an urban setting. It also includes outdoor education whereby Adult Learners will recognize not only the value of their adolescents to nature as stewards, but also the value of the outdoors to the valorized adolescent.<br><br>**Business/Economic Independence:** This section of **Erdkinder** will explore Montessori's theory of valorization and economic independence developed through the adolescent's engagement in the prepared environment of a business. Adult learners will differentiate a business from fundraising activities, and develop and implement a business plan as well as a connection of the entrepreneurial mindset to the subjects they guide.<br><br>**Field Experiences, Travel, Service Learning:** This section of **Erdkinder** will be held mostly in a summer residency. Adult learners will prepare to guide adolescents in exploring their role within social, geographic, economic, and historical contexts through field experiences. They will also focus on the bigger experiences of travel. As part of "going out" during residency, they will participate in service learning, |

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| | evaluate its value to an adolescent, and distinguish the terms "volunteering" from "service learning." Adult learners will plan their own experiences for their adolescent learners as part of an online component of this course. In the context of outdoor education, the Adult Learner will engage in a deep exploration of systems thinking and environmental literacy, design a study guide for students to become involved in a local environmental issue, and participate in a field experience and service learning project. This is not about teaching physical education but rather focusing on the value of outdoors in an adolescent program. |
| Objectives | 1. Understand Montessori's theory of valorization and economic independence. (1a, 1b, 1c, 2f, 2h, 3c)<br><br>2. Differentiate business and fundraising. (1c, 1d, 2d, 2f, 3f)<br><br>3. Develop and implement a business plan. (1c, 1d, 2f, 3f)<br><br>4. Organize and write job responsibilities. (1c, 1d, 2f, 3f)<br><br>5. Establish and implement business procedures. (1c, 1d, 2f, 3f)<br><br>1. Design field experiences that valorizes personality. (1a, 1c, 2b, 1d, 2c, 2d, 2f, 2h, 3c, 3f,<br><br>2. Experience two types of field activities related to environment. (1a, 1c, 1d, 2c, 2d, 2f, 2h, 3c, 3f)<br><br>3. Experience service learning and distinguish it from volunteering. (1c, 1d, 2c, 2d, 2f, 3f)<br><br>4. Understand philosophy of "going out" and collect tools to launch a field experience program. (1c, 1d, 2c, 2d, 2f, 3f)<br><br>5. Explore how local resources are a wealth of learning opportunities for adolescents. (1c, 1d, 2c, 2d, 2f, 3f)<br><br>6. Understand differences between field experiences and travel in |

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| | a secondary program and design a travel project plan. (1c, 1d, 2c, 2d, 2f, 3f) |
| MACTE competencies | 1c. Subject matter for each Course Level to include: Secondary subjects (mathematics, language arts, economic experiences, mathematics, sciences, social studies, arts education, health and physical education, history, outdoor education, service learning, career education and college admissions/career readiness), Cosmic education, Peace education, fine and gross motor skills, practical life<br><br>I. Knowledge<br>    1a. Montessori Philosophy<br>    1b. Human growth and development<br>    1c. Economic experiences<br>    1d. Community resources for learning<br><br>II. Pedagogy<br>    2c. The prepared environment<br>    2d. Parent/teacher/family/community partnership<br>    2f. Planning for instruction<br>    2h. Reflective practice<br><br>III. Teaching with Grace and Courtesy<br>    3c. The Montessori philosophy and methods<br>    3f. Innovation and flexibility |
| Required Instructional Videos: | ● Business Zoom Summer 2, Cora Heiser<br>● Field Experience 1 and 2 |
| Required Readings: | ● From Childhood to Adolescence, Maria Montessori<br>● Erdkinder Course Study Guide, Secondary CGMS<br>● Elevating the Role of the Outdoor Environment for Adolescent Wellbeing in Everyday Life, Mark Wales, Fredrika Martensson, Eva Hoff, Marit Jansson<br>● Helping or Fixing? Rachel Naomi Remen<br>● Last Child in the Woods Richard Louv |
| Outline of Content | I.    Nature-Based Integration<br>II.   Microeconomy<br>III.  Placed-based Field Experiences<br>IV.  Service Learning |
| Outline of Learning Experiences | 1.  Nature Based Assignment<br>    a.  Choose 1 of the following to complete.<br>        i.    Regeneration Project 1 - Create a project |

guide of learners.

    ii.   Regeneration Project 1 - Read *Last Child of the Woods* by Richard Louv and prepare a 10-min book talk for parents or other staff, to help them understand the needs of 21st Century humans who face "Nature Deficit Disorder". Incorporate how the parent or other staff members can make this practical for all children.

    iii.   Regeneration Project #3:   Create the opportunity for your teens to help solve a local problem or become an advocate for a community concern, whereby the solution rests on establishing a regenerative practice. This might be an issue of runoff or erosion in a public place. This could be starting programs centered on recycling, food access, or alternatives to plastic. Create and share your Project Guide.

2. Field Experience Assignment 1
   a. Annotated Bibliography on given sources.
3. Field Experience Assignment 2
   a. Design a Travel Guide -
      i.  Design a field experience Travel Guide with place-based and (when possible) service-learning components for your learners. Your travel experience can be a local day or half-day trip, a multi-day trip to a far-off place, or an ongoing year-long quest. You can certainly apply this assignment to travel that is in the works at your school as you partner with other faculty and staff. In other words, you don't have to re-create a wheel that is already in motion.   You will share these plans in small groups in the second week ZOOM.
      ii. Execute your Field Experience/Travel with your learners before the completion of your training.  Provide evidence, including a one-page  reflection of the experience.
4. Microeconomy Assignment - Creation of Business Plan for Microeconomy

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| | 5. Central Question Reflection<br><br>6. Album Review |
| Evaluation Methods (by percent) | Notes: 4<br>Discussion: 4<br>Journal: 12<br>ZOOM Reflections: 30<br>Assignments: 36<br>Album: 8<br>Central Question Reflection: 8 |

# THE CENTER FOR GUIDED MONTESSORI STUDIES

| Course Name | Capstone: The Museum |
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| Online Hours/ Residential hours | 64/0 |
| Central Question | How am I a Montessori Guide? |
| Course Description | The Capstone Project is the culmination of the Adult Learner's journey throughout the Secondary training program. Adult Learner's will use their self-created albums to exhibit their understanding of the seven pillars of Secondary Montessori education. Using video and other mediums, they will create a Museum Exhibit that makes the case that they have placed all seven pillars into their prepared environment. They will then create a Montessori Creed to guide their intentions moving forward in their Montessori journey. |
| Objectives | 1. Create a Make the Case final video series and reflection paper to validate passage through the Gateways of Transcendence and Initiation as a Montessori Guide (1a, 2a, 2c, 2f, 2g, 2h, 3a, 3c, 3f)<br><br>2. Demonstrate an understanding of the pillars through assignments and discussions. (1a, 2a, 2c, 2f, 2g, 2h, 3a, 3c, 3f)<br><br>3. Develop a personal 10-point Montessori Creed. (1a, 2a, 2c, 2f, 2g, 2h, 3a, 3c, 3f) |
| MACTE competencies | I. Knowledge<br>　1a. Montessori philosophy |

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| | II. Pedagogy<br>    2a. Correct Use of Montessori materials<br>    2c. The prepared environment<br>    2f. Planning for instruction<br>    2g. Assessment & documentation<br>    2h. Reflective practice<br><br><br>III. Teaching with grace and courtesy<br>    3a. Classroom leadership<br>    3c. The Montessori philosophy and methods (materials)<br>    3f. Innovation and flexibility |
| Main topics to be covered | 1. How to Make the Case<br>2. 7 Pillars in relationship to individual Montessori practices<br>3. Creating a personal Creed |
| Assignments | 1. Elevator Pitch<br>    a. Create an elevator pitch of no more than 90 seconds that justifies the Montessori requirement of a multi-age classroom. Sell it!! Be prepared to share your elevator speech at ZOOM.<br><br>2. Montessori Materials<br>    a. Create a table in which you rationalize five (5) Montessori Secondary Essential Materials and give examples in your classroom:<br>        i. Study Guide<br>        ii. Daily student-led Community Meetings<br>        iii. Socratic Seminar Discussion<br>        iv. Nature-based work of the Hand<br>        v. Your choice<br>    b. Be prepared to share ONE material, rationale and example from your classroom at ZOOM. Please also plan to share a brief video or a photograph related to the material.<br><br>3. Erdkinder<br>    a. Address these three issues from the skeptic <u>using resources from your album.</u><br>        i. #1: Nature is great, but not essential when trying to get into high school or college.=<br>        ii. #2: Kids are too young to think about |

|  | earning a living. They need reading, writing, and arithmetic. |
|  | iii. #3: We don't have space in our classroom for a museum. It's not necessary. |
|  | b. In ZOOM, you will role play in breakout rooms. You will play both the skeptic and the Montessori Guide. |
|  | 4. Dear New Montessorian |
|  | a. Pillars 5 and 6 are inseparable: Student-centered Study Guides and the Open Work Cycle. Explain each pillar to a person entering a Montessori training program who is new to Montessori. Let them know why the Study Guide and Open Work Cycle are inseparable. Be clear about what HAS to happen in an Open Work Cycle and what CANNOT happen in an Open Work Cycle. Refer to your notes from our Structures of Inquiry Module. Write up your thoughts on all of this as a letter to this new Montessorian. |
|  | b. Be prepared to share your letter in ZOOM. |
|  | 5. Out of the Mouths of Learners |
|  | a. Ask your learners! Ask them to explain what both of these pillars (5 and 6) are about. Make a video or have them write up their thoughts. USE THIS IN YOUR MAKE THE CASE! |
|  | 6. Take Time, Make Time |
|  | a. Read Renew Yourself - Best Ways to do it. Choose one way of renewal that is new to you and practice it all week. Submit a 5-day journal on your experience, with each entry covering how you have chosen to renew any change in or affirmation of mindset, outlook, self-appreciation - maybe even a student revelation! Use this thinking routine on the last day of your journaling: I used to think . . . Now I think. |
|  | b. Come to ZOOM prepared to share how you chose to explore renewal. |
|  | 7. Your Observation Process |
|  | a. Observe how your students do, or do not, practice renewal. Does renewal happen at school? Does it |

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happen at other times? How will you know? How will you invite them to reflect upon this? Submit an informal report on your observational strategy, what you observed, and what you will do with this information.
   b. Come to ZOOM prepared to share your observational process for this assignment.

8. Make the Case Museum and Essay
   a. <u>Directions</u>

9. Your Montessori Creed
   a. Create your Montessori Creed for sharing during presentation week. You will create a visual to go with your creed.  Your presentation in Week 6 or 7 should include visuals as well as words.  You may include links, videos, photographs, voice recordings, etc.  Your presentation should be between 10-12 minutes.
   b. Be prepared to explain your rationale for each point: How did you come to make this your Montessori Creed? What do you plan to do with it?

10. Final Submissions
   a. Secondary Program Elements Chart
   b. Microeconomy
   c. Field-Based Experience
   d. Nature-Based Integration
   e. Study Guide Evidence
   f. Final Album Submission
   g. MACTE Competencies Chart

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<td>Required Videos</td>
<td>● Adult Learner's are creating videos of their classrooms to exemplify CGMS Secondary Pillars</td>
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<td>Required Reading</td>
<td>● Adults Learner's self created album</td>
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<td>Evaluation Methods (by percent)</td>
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Journal: 16
ZOOM Reflections: 28
Assignments: 56
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