


Transitional Open House

Thursday, April 30th 2015



Objectives

- ▶ To provide an overview of the Montessori program.
 - ▶ To illustrate similarities and differences across the grade levels.
 - ▶ To observe classrooms at all levels
 - ▶ To provide parent education
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Physical Appearance of Classrooms

PRIMARY

- Child size furniture
- Low shelves
- Materials sequenced from top to bottom, left to right, simple to complex.
- Work done at tables or work rugs
- Aesthetically pleasing

LOWER EL

- Larger furniture
- More tables
- Less floor space to work

Middle El

- individual desk and work tables
- Increased use of technology for individual work

Upper El

- Textbooks
- Papers/Journals
- Technology (individual devices)

Work Expectations

PRIMARY

- Complete a work cycle–get a rug, unroll the rug, choose a work, set up and complete the work, return to shelf, roll rug
- 3 period lesson–(stage 1: naming, stage 2: recognition, stage 3–recall)
- No work plans
- Kindergarten students give lessons to Prekindergarten students on materials they have mastered

MIDDLE ELEMENTARY

- Increased expectations for student independence
- Increased opportunities for group work and collaboration
- Student managed weekly work plans

LOWER ELEMENTARY

- Workplans
 - used as a daily tracker
 - provides choice
 - provides a sense of responsibility
 - teaches time management
- Lessons and follow up work assigned according to ability level
- Collaboration–opportunities to work with peers in all content areas

UPPER ELEMENTARY

- Weekly work plans–include current concepts being taught as well as a spiral review
- Many opportunities for collaboration–important for social development as well as academic development
- Student conferences weekly

Use of Montessori Materials

PRIMARY

- 3 hour uninterrupted work cycle when students are using materials
- Children clean up materials themselves and prepare for the next person
- Children choose their own work based on lessons they have been given
- Teacher gives small group, whole group, and individual lessons throughout the work cycle

MIDDLE ELEMENTARY

- Materials used for more advanced lessons and conceptual understanding
- Materials are used as a bridge from concrete representations to abstract work
- Projects throughout the curriculum

LOWER ELEMENTARY

- Use of materials daily to teach Montessori curriculum and common core standards
- Projects—vary by classroom
- Practical life involves caring for the environment
- No sensorial materials because students are past this stage of development

UPPER ELMENTARY

- Create materials relevant to lessons
- Use of materials may stretch over more than one day (2nd period)
- Projects throughout the curriculum

Grades / Testing / Report Cards

PRIMARY

- No formal testing for PreK students
- Kindergarten students are assessed using MAPS, Reading 3D and common assessments
- Pre-K students receive only report cards
- Kindergarten students receive 4 mid-quarter reports and 4 report cards
- Kindergarten report cards are specific to Montessori curriculum and Common Core standards

LOWER ELEMENTARY

- Numeric report cards that focus on reporting proficiency
- Report card reflects academic and social development
- Midquarter reports
- Assessments include MAPS and Reading 3D

MIDDLE ELEMENTARY

- First year with letter grades
- Letter grades are an average of student's work rather than a teacher's indication of ability
- Assessments include MAPS (3rd and 4th) and Reading 3D (3rd only)
- Common assessments are given each quarter in reading and math
- EOG testing begins
 - 3rd grade–BOG and EOG in reading, EOG in math
 - 4th grade–EOG in reading and math

UPPER ELEMENTARY

- Powerschool is used for reporting grades to parents and students
- Grading scale
- Common assessments are given each quarter in reading, math, and science (5th grade only)
- EOG testing
 - 5th grade–reading, math, and science
 - 6th grade– reading and math

Other Topics

PRIMARY

- Grace and courtesy are a focus
- Ground rules must be internalized
- Importance of being still
- Parent support is key—things to do at home to be successful (chores, routine, read, tell stories, expectations, parallel work, specific behaviors for specific places)
- Independence

MIDDLE ELEMENTARY

- Personal responsibility truly emphasized
- Volunteering in classrooms throughout the school

LOWER ELEMENTARY

- Increased student responsibility
- Responsible for belonging
- Responsible for putting on and taking off clothing and tying shoes
- Increased expectations on being self-focused, independent learners who are intrinsically motivated
- Volunteering in primary classrooms

UPPER ELEMENTARY

- Responsibility
- Freedom
- Leadership—Kids Voting, Read Across America, Safety Patrol, WHMM News
- Volunteering in classrooms throughout the school

In Conclusion

- ▶ Montessori curriculum includes math, language, and cultural studies
 - ▶ Peace Education begins in the Primary classroom and continues throughout all grade levels.
 - ▶ Grace and courtesy is introduced in Primary classrooms and develops among all grade levels.
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