# Houston Montessori Center

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Executive Director

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# Application

**Program:**  
Bridge Course ✅  
___ Summer 2020  
___ Summer 2021.  
___ Summer 2022

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**Name:**  
Last  
First  
Middle  
Preferred

**Birth Date:**  

**Address:**  
Street  
City  
State  
Zip

**Phone:**  
Area Code  
Home  
Cell #  
Area Code  
Work

**Email:**  

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**Emergency Contact:**  
Name  
Area Code/Phone

Street  
City  
State  
Zip

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**Education:**  
High School: __________________________________ Date: ______________

College/University: __________________________________ Date(s): ______________

Degrees Earned: __________________________________ Major __________ Minor __________

Montessori Credential(s): ___________________________ Date: ____________

Location(s): __________________________________________

Other Education/Training: ____________________________ Date: ____________

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**Teaching Experience:**  
Montessori  
Public/Private

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Other Experience: ____________________________  
Interests/Talents: ____________________________

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Please include $100 application fee, official transcripts/credentials and three letters of recommendation with application

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**Staff Use:**  
Accepted: __________________ Date: ______________

Interviewer: __________________

☐ Application Fee Paid  
Check No: _________  
Cash: _______  
Money Order: ________

☐ Official Transcripts/Credentials  
☐☐☐ Recommendation Letters
Welcome to Houston Montessori Center Secondary Bridge Course.

The intention of this bridge course is an overview of the Montessori secondary level as presented at the Houston Montessori Center credential course. With the completion of this course before July 2020, it will allow one to defer taking the full secondary course for several years in order to meet the AMS guideline that all core secondary teachers must have a secondary credential.

This course is also a good overview for non-core secondary teachers teaching in a Montessori secondary program as well as administrators of Montessori schools who have a secondary program.

The 30-hour course will have one module a week for 6 weeks. There is an estimated 5 hours of learning time for each week. There are approximately 4 short sets of videos to watch, 5 assignments to do, and two discussion boards a week. At the end of every two weeks there is a zoom call.

**Timing**
A module will be posted on Thursday evening and it is expected to be completed 10 days later (on Sunday). One module must be completed before moving to the next. The activities should be done in sequence so as to follow a 3-period lesson format.

**Cost**
$350

I am agreeing to take the Houston Montessori Center Secondary I-II course either

_____Summer, 2020       _____Summer, 2021       _____Summer, 2022

I am attaching my application for the on-line course and the full Secondary I-II course.

________________________________________
Signature                          date

________________________________________
HMC Signature                    date
Secondary application packet

Admission Requirements
All applicants must submit the following
• an application w/ $100 application fee
• three letters of recommendation
• essay
• survey
• an official transcript of highest degree. Applicants must have at least an equivalent four-year college bachelor from an accredited college or university to receive a Secondary I/II credential. Applicants who have an international college transcript must get it evaluated for its equivalence through one of the members of National Association of Credential Evaluation Services (www.naces.org). An international credential is available for those adult learners who have met the degree standards in their country. The credential will indicate the country.

Applicants who learned English as an additional language will be required to take the Internet based test – of English as a Foreign Language (TOEFL). A total score of 100 or better will be required for acceptance. The applicant is responsible for registering, taking and the cost of the TOEFL.

Those applicants who do not have a Montessori Elementary I-II credential from a MACTE approved program must take the overview course. It is free to those taking the HMC Secondary I/II course. An independent study overview may be available with certain requirements upon request.
APPLICANT ESSAY FOR SECONDARY COURSE

Name____________________________________ Date___________________

On a separate sheet of paper, please answer any two of the following four questions. No more than one page for each question, please.

1. Why do you want to be a Montessori secondary teacher?

2. Describe your relationship with children ages 12 through 18. Be specific about one recent experience.

3. Describe one bad and one good educational experience that you have had previously.

4. Describe a time you experienced real joy in working with adolescents? Describe the situation and the experience.
Secondary Survey

Do have a Montessori credential at any level?

Will you be taking the overview?

Practicum Site:

Will you be doing your practicum 2018 school year? no
(You must have at least eight 7th and 8th graders to begin.)

Age of the Middle School Program (if applicable):

Age of the High School Program (if applicable):

What level will you be teaching?

Will you be a generalist or teach specific subjects? generalist

What subjects?

How many students?

Will you be team teaching?

Do your team members have a Montessori Secondary Credential?
HMC Policies and Requirements for Secondary I/II Credential

Admission
All applicants must submit an application, three letters of recommendation and one original transcript, have an interview with a HMC representative, and complete an essay and email survey. Applicants who learned English as an additional language will be required to take the Internet based test – of English as a Foreign Language (TOFEL). A total score of 100 or better will be required for acceptance. The applicant is responsible for registering, taking and the cost of the TOEFL. These requirements assure that an adult learner can benefit from the course. Credit may be given for previous course work in another AMS accredited course. Texas Workforce Commission requires Social Security numbers on all applications. No refunds can be given without a Social Security Number. If an applicant does not have a Social Security number or is an international applicant, copies of passports or Green Cards are required.

Applicants must have at least an equivalent four-year college bachelor from an accredited college or university to receive a Secondary I/II credential. Applicants who have an international college transcript must get it evaluated for its equivalence through one of the members of National Association of Credential Evaluation Services (www.naces.org). An international credential is available for those adult learners who have met the degree standards in their country. The credential will indicate the country.

Those applicants who do not have a Montessori Elementary I-II credential from a MACTE approved program must take the overview course. It is free to those taking the HMC Secondary I/II course. An independent study overview may be available with certain requirements upon request.

Academic Course Components and Assessments (Expected Performance and Standards for Completion)
1. Attendance and Active Participation in classes
   Required attendance (Form A) is at least 80% of each course component and at least 90% of total clock hours of the course. All work should be made-up; however, make-up work does not erase absences. To begin the practicum phases 60% of the academic phase must be completed.

2. Study Guides. The adult learner receives study guides for each course component, which have all the activities and assignments in a three-period lesson format. Each day the adult learner’s work is checked off on graphs (Form B) by instructors as adult learners do individual work, group work, make presentations, participate in dialogues and share take-aways, write CRCs and mind maps for book talks, practice lessons, run a business, participate in ROPES course, and 5-day Erdkinder experience. The format is much like the procedure in an adolescent classroom. The study guides are considered formative assessment in which adult learners are in the learning process and get feedback from the community of learners of peers and faculty along the way with a complete or incomplete.

3. The yearlong project is introduced at the November seminar, followed up at the February seminar, conversations at the practicum visits, and presented to peers the second summer. There is a summative assessed by a rubric (Form D).

4. During the second summer, adult learners present their portfolios to a small group of peers and instructors. Portfolios include their updating of the school’s family handbook, sample study guides and assessments, three-five-year plan, communication system, and record keeping system. Adult learners also must reflect upon the question, "How has all of these experiences made me competent to be a Montessori
secondary teacher. These are also reviewed along the way at the practicum visits before the adult learners present in the summer as summative assessment evaluated by a rubric (Form E).

**Practicum Requirements**

**Entry into the Practicum**

Each teacher education program is responsible for establishing a written policy that states specific prerequisites for entry into the practicum including the number of completed academic hours required. For HMC it is 60% of the total academic hours.

The practicum visits are observations (Form C1) of the adult learner working in the classroom. Adult learners need to demonstrate competency and effective application of each of the course components and competencies during the three visits. Adult learners will assess their own progress before each seminar visit with a self-assessment form (Form C2). The second *visit* is video to capture the activities that the field consultant might not see in an ordinary visit such as land lab, adolescents running a business, or having a dialogue. The adult learner views the video and provides a reflection (Form C3) of what worked, what was a challenge, and ideas for change and presents this information at the second seminar.

For the practicum, the adult learner must in the classroom for at least 6 hours a day for 9 months with middle school or high school environment. Adult learners must be able to implement many of the elements presented in the preparation course. If these criteria are not met, the adult learner will be asked to extend his/her practicum until requirements are met. Assessment is made by the field consultant and supervising teacher (if applicable). The practicum must begin within two years of the end of the academic phase.

**Supervising teachers** (teacher in the classroom) must have had two years of experience after their credential at the appropriate level. Otherwise, the adult learner is in a self-directed practicum. Each adult learner will receive a minimum of two visits and one video *visit*, monthly contact through edmodo, and any other support they may be needed.

The practicum site ideally is AMS member school. The practicum site agreement, included must be completed and returned to HMC. Please see the requirements in practicum site agreement. To begin the practicum phase, the practicum site must meet the 5 Essentials in the Characteristics of an American Montessori Society Secondary Program. The adult learner will bear the cost of travel expenses and lodging if the school is over 100 miles from the site of Houston Montessori Center location. HMC does not place teachers in schools. We will supply a list of possible schools. All negotiations are made between the adult learner and the school, and HMC is not responsible for salaries, working conditions, or guarantees occupational advancement, etc. It is the responsibility of the adult learner to notify the program director if opportunities for learning in the specified areas are not being provided at the practicum site.

**Academic integrity**

At HMC we believe that it is both an act of personal, professional courtesy as well as intellectual honesty to have standards for academic integrity. Please be sure that you document all passages, paraphrases, and ideas that are borrowed from any source in all work presented to HMC, and that all individual and group products/presentations are of the work of all the adult learners cited.

**Financial**

Financial obligations to HMC, AMS, and MACTE must be met before an HMC recommendation form can be submitted to AMS for a credential.

**Time Period**

Adult learners are expected to complete all course requirements, including academic, practicum, and financial requirements, within a 3-year time period following the program's official end of the academic phase (second summer) in which the adult learner was initially enrolled. This period can be extended with the approval of the program director for adult learners in good standing. An additional fee may be assessed if the adult learner extends his/her course work beyond the three years following the end of the academic phase. The adult learner must be a current AMS member in order to be recommended for an AMS credential.
**Grievance Procedure**

All published policies of the adult learner preparation course, as well as the AMS Code of Ethics, will be upheld and will be the standards for determining whether a grievance actually exists or is due to a misunderstanding of the policies and ethics.

1. Grievance occurs.
2. Course Director and Level/Practicum Coordinator consult with adult learner and attempt to resolve problem.
3. If the problem is not resolved, HMC Board meets with the griever and his/her selected representatives at a time designated by griever, and a solution will evolve through compromise by all parties involved.
4. If no solution can be designed by all parties, all parties have recourse to the following supervisory parties:

   **AMS Office for Teacher Education**
   116 East 16th Street, NY, NY 10003
   212 358 1250
   FAX: 212 358 1256

   **MACTE Office**
   420 Park Street
   Charlottesville, Virginia 22902
   434 202-7793
   FAX: 212 358 1256

Grievances addressed to these bodies must be in writing and state explicitly the nature and particulars of the grievance. Grievances addressed to these bodies must be in writing and state explicitly the nature and

**Professional Development**

AMS requires that holders of AMS credentials issued on or after July 1, 2013 must complete 50 hours of professional development every 5 years for the credential to remain active. The first 5-year period begins with the date the credential was issued. If professional development hours are not completed within the 5-year period, the credential will be considered inactive until the requirement is met.

I understand the policies and requirements of the HMC Secondary I-II credential and have sought clarification if needed. I have received a copy of the HMC Adult Learners Handbook.

__________________________________________
Signature

____________________
Print Name

date
Secondary Practicum Site Agreement
The Houston Montessori Center complies with the standards of the American Montessori Society (AMS), the Montessori Accreditation Council for Teacher Preparation (MACTE), and the Characteristics of an AMS Secondary Program for the Practicum Site of our adult learners. If the assigned classroom and school site meets each standard, indicate in the appropriate space. THANK YOU.

STANDARDS AND RESPONSIBILITIES FOR THE PRACTICUM SITE
An adult learner must begin the practicum phase within two years of the end of the academic phase.

1. AMS Membership: It is recommended that the practicum site is an AMS member school. Programs report practicums annually to AMS using the AMS Adult Learner Registration and Practicum Report Form.

   Alternative:
   2. Non-Discrimination Policy: The site must have a written non-discrimination policy for both children/adolescents and staff.

   3. Licensing: The site must meet all applicable local, state, and federal regulations.

   4. School Policies: The site must communicate to the adult learner and the teacher education program, in writing, its administrative policies and standards relating to the adult learner.

   5. Job Description/Contract:
   The site must provide a job description and a contract of agreement acceptable to the site, the adult learner, and the teacher education program. This job description or agreement should include the nature and type of remuneration given the adult learner, if any.

   6. Cooperation with the Teacher Education Program: The site must agree to cooperate with the teacher education program in all matters relating to the practicum.

   7. Job Responsibilities: Adult learners in their practicum phase cannot be asked to provide service to the school other than that which would be found as the responsibility listed in the job description of any teacher/administrator during their practicum hours (i.e. janitorial services, before or after day care services, etc.). Adult learners may provide additional services outside their practicum hours if agreed upon by both parties.

   8. Age Range of Class: Secondary I & I-II: The class should contain students covering an age and grade level range of at least two years within the course level for which the adult learner will be credentialed (12 through 14/15 and/or 14/15 through 18 years of age). A plan will need to be made to have experience with the missing age level.

   Alternative.

   9. Classroom Environment: To ensure that the adult learner is able to implement the Montessori curriculum, the environment must be designed and equipped to meet the developmental needs of the children or adolescents served. The classroom must include appropriately-sized furnishings and a full array of recommended Montessori materials for the age range of the class, arranged on open shelves accessible to all children or adolescents. See the AMS Suggested Materials Lists for schools on the AMS website,

   10. Supervision: Supervision of adult learners is provided by the supervising teacher and a field consultant or, in the case of a self-directed practicum, through the field consultant and/or mentor. For a self-directed practicum, a minimum of three on-site consultation visits by a field consultant plus additional support that is documented on the AMS Credential Recommendation Form is minimum of three on-site consultation visits by a field consultant plus additional support that is documented on the AMS Credential Recommendation Form is required.
a. For all course levels (with the exception of the Administrator course), supervision must be provided according to one of two options:

1. In the classroom with an approved supervising teacher
2. In a self-directed classroom with regular supervision by a qualified and approved field consultant

11. The Montessori Uninterrupted Work Period
The American Montessori Society School Accreditation Commission and the AMS Teacher Education Action Commission offer this resource to AMS schools and affiliated teacher education programs to clarify AMS’s definition of optimal uninterrupted work period in Montessori classrooms. AMS-accredited schools are required to meet the following definitions of uninterrupted work time for each applicable program level (as articulated in Criterion 3.9 of the AMS School Accreditation Standards and Criteria), and these definitions are recommended as best practice for AMS member schools. This explanation is comprehensive but not exclusive of what may be observed in AMS-accredited schools during the work cycle.

Overview
The uninterrupted work period is fundamental to the Montessori approach, which recognizes and respects individual variations in the learning process. Within the Montessori environment, the children and/or adolescents need to have time to work through various tasks and responsibilities at their own pace. This uninterrupted work period is vitally important, as that is when the building of coordination, concentration, independence and order, and the assimilation of information are able to occur.

At all levels, students with special needs may need unique considerations, such as:
- variation in work time block
- more one-on-one teacher time and direction
- being removed from the class for therapeutic services

While the work will look different for each age group, at all program levels, children and adolescents should have ample time allotted for the uninterrupted work period. The following is intended to be a guide to what an observer would see during the uninterrupted work cycle:

At the **Secondary level**, the length of the work cycle varies by setting. Small programs with a single Secondary-credentialed guide will look different than large programs, particularly at the Secondary II level when course requirements and credits needed for diplomas are considered. The critical aspect is encouraging flexibility within extended blocks of time. In AMS-accredited schools, Secondary programs allocate and protect at minimum a 2-hour work cycle for core curricular subjects (math, English, history or humanities, sciences, and additional world languages). It is important that this large block of time is not divided into daily, one-hour class periods.

Student work periods may vary in length each day. An observer might see the following lessons presented during the uninterrupted work period: mini-lessons, impressionistic lessons, procedural lessons, small-group lessons using flexible grouping based on needs, and individual lessons. Students are taught to use a checklist and to plan their worktime to be able to meet deadlines. This includes independent work, small-group work, self-checking work with controls or other methods, and project work by individuals or groups. The teacher/guide is working with/among students. Many teachers have a space in their classrooms for student-focused large-group activities (including mini-lessons, group initiatives/community building, solo/reflection time, seminar/discourse, etc.) may occur during the work cycle. These activities include the active engagement of the students. Whole-group activities are scheduled at natural transition times (e.g., beginning of the block, before or after lunchtime, at the end of the block/day) so that the work cycle can be preserved. At the Secondary level, during the work cycle, there should be no lectures or presentations that last longer than 20 minutes. Individuals should not be removed from the class for services or programs. There should not be a lot of unnecessary socializing, group meals or snacks, or schoolwide assemblies during this time.

12. The **eight essentials** listed below are provided to communicate clearly the core essentials for a Montessori Secondary program. It takes time to implement all the features and aspects of a Montessori Secondary program described above. In an effort to assist programs that would benefit from a clear list of core requirements, the eight essentials for a Montessori Secondary program are listed below:

1. Honors the social needs of adolescents by serving a minimum of 8 students.
2. Has multi-age groupings in core curricular classes. Secondary students may be grouped in 2- or 3-year age groupings as follows: ages 12-14, 14–16, 16–18 (grades 7–8, 9–10, 11–12) or ages 12-15, 15–18 (grades 7–9, 10–12).
3. Is student-centered and constructivist as evidenced by students managing time, having choice,
organizing, and participating in whole-group decision-making

4. Has student-led community meetings and opportunities for collaborative work.

5. Has a schedule that minimizes disruptions in physical and mental work flow and that maximizes time for student engagement in their work. The schedule includes work periods that are 90 minutes or more in length for at least 4 days a week and avoids students making transitions every hour (or less). The fifth day is typically reserved for going outs, specials, etc.

6. If curricular subjects are separated, the schedule allows for 90 minute (or more) class periods for each core subject.

7. Has the necessary materials and supplies for implementing academic courses and Erdkinder work.

8. Has core teaching faculty who hold (or are in the process of earning) an AMS Montessori Secondary credential

13. **Background check** The adult learner has had the appropriate background check necessary in his/her state.

14. **Academic Requirement.** The adult learner has completed 60% of academic course work.

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**Adult Learner**

**Name of School**

**School AMS ID #** (required if member)

**Address of School**

**If Applicable: Name of Supervising Teacher**

**Head of School (Print Name)**

**Head of School Signature**

**Date**

Attached is the Characteristics of a Montessori Secondary Program
Characteristics of an AMS Montessori Secondary Program

A Montessori Secondary Program for middle and/or high school students is inspired by Maria Montessori’s writings and philosophy. While Dr. Montessori clearly articulated a curriculum for Montessori Early Childhood and Elementary age groups, she left only general guidelines for Montessori Secondary programs, writing of the need for secondary school reform that addressed the unique developmental characteristics of 12- to 18-year-olds. Dr. Montessori’s theories, which are today supported by modern scientific research, provide direction for establishing a prepared learning environment for adolescents. These environments integrate vigorous student-centered academic studies with purposeful work, preparing adolescents to become contributing adult-citizens who are self-confident and who possess skills needed to thrive in society.

Developmental Characteristics of the Adolescent (12 - 18 years of age)

We must truly consider this mysterious and wonderful creature which the adolescent is because adolescence, one can say, is not only a period of growth, but rather a great transformation – if you like, a creation.

Montessori; 34th Lecture, 1938

A Montessori Secondary program is designed to address the needs of students entering a new plane of development characterized by construction of the social self, issues of self-concern and self-assessment, critical thinking, and the continued construction of social and moral values. During this period, the adolescent demonstrates the following characteristics:

- Adolescents experience a period of tremendous physical growth, the onset of puberty (sexual maturation), and boundless energy.
- Typically, adolescents experience self-awareness and self-criticism, emotional ups and downs, uncertainty, vulnerability (self-doubt and hesitation), argumentativeness, and ego-centrism.
- Socially, they seek solidarity with peers. However, they can be critical of those peers and of adults. Concurrently, they crave greater independence. They are concerned with human welfare and dignity, and are often morally and ethically minded.
- Adolescents exhibit novelty-seeking and risk-taking behaviors and seek intensity and excitement as a result of their under-developed pre-frontal lobe (which controls impulses and emotions). They exhibit an increased desire for autonomy, an increased interest in “group-think”, and susceptibility to peer pressure. Adolescents benefit from positive bonds with non-parental adults they can trust.
- Cognitively, adolescents are critical thinkers who question why, are creative and have a greater ability to reason, and are capable of mature thought if framed in a personal context.

Key Features of a Montessori Secondary Program

But above all it is the education of adolescents that is important, because adolescence is the time when the child enters on the state of manhood and becomes a member of society.

Montessori, 1948. P. 60

Dr. Montessori did not intend for a Montessori Secondary program to stand-alone. Ideally, Secondary programs grow from Montessori Elementary programs, so that the majority of Secondary students have previous Montessori experience over a 3-year cycle. If there are openings, students without a Montessori background may be considered, but it is recommended that they make up no more than 25% of the student body of the school.

The classroom environment is characterized by a student-centered, constructivist approach that enables adolescents to manage time, exercise choice, organize themselves, and practice self-regulation and reflection within a group context. The adolescent community is a mini-society of adolescents and teachers in which relationships are nurtured. The environment has the necessary materials and supplies for academic courses and Erdkinder work.

Age Groupings

In Secondary I (ages 12-15) programs, the ideal community classroom will have two adults working together to integrate curriculum content. For example, there are two core academic teachers, or one academic teacher and a specialist or assistant.

In Secondary II (ages 15-18) programs, the ideal community will have core subject-specific teachers working together to integrate the curriculum content.

The adult-to-adolescent ratios at Secondary I and Secondary II should optimize a sense of community and ensure that teaching staff are able to develop strong personal relationships with their students.

The classroom structure also allows for multi-age groupings in core curricular classes. Secondary students may be grouped in 2- or 3-year age groupings as follows: ages 12-14, 14–16, 16–18 (grades 7–
8, 9–10, 11–12) or ages 12-15, 15–18 (grades 7–9, 10–12).

**Daily Schedule**
The schedule allows for uninterrupted work periods for core curricular subjects (math, science, social studies, language arts, additional world languages, and other core subjects). Uninterrupted work periods (a minimum of 90 minutes for each core academic subject) honor student choice, foster concentration, and support student engagement in work.

Adolescent communities allow opportunities for collaborative work and student leadership as exhibited by:

- Daily student-led community meetings
- A community of learners engaged in collaborative work
- Activities such as structured dialogue and discourse among students, inquiry-based problem solving, and applied scientific method that encourage diversity of perspectives, thoughts, and learning styles
- A culture that fosters compassionate and respectful interactions
- A just society for all, demonstrated through grace and courtesy

Montessori Adolescent programs promote responsible and ethical use of technology, with the majority of the school day spent in learning activities and practices that require peer-to-peer and student-teacher interaction.

**Curriculum**

*Study should not be restricted by the curricula of existing secondary schools...the aim should be to widen education instead of restricting it.*

Montessori, Maria. 1948. P. 71

Although Dr. Montessori did not create a curriculum for the third plane of development, she did offer a general outline of study. A Montessori Secondary curriculum:

- Meets the developmental needs of the adolescent
- Builds upon the Montessori Early Childhood & Elementary curricula
- Follows the three-period learning design
- Exhibits a transdisciplinary approach to learning
- Includes student-led community meetings and opportunities for collaborative work
- Is student-centered and constructivist as evidenced by students managing time, having choice, organizing, and participating in whole-group decision-making
- Cultivates awe and wonder
- Incorporates time for reflection, silence, and solitude into the daily schedule
- Offers field studies and out-of-classroom excursions designed to cultivate global citizenship
- Requires field experiences in nature that may include land labs, camping, internships, service learning, and outdoor education trips
- Provides experiences that promote a genuine understanding of economics that may include developing and running a business or selling produce at a farmer’s market
- Fosters a culture that engenders a sense of hope in the progress and potential of the human spirit

Dr. Montessori emphasized that Montessori Adolescent programs should be rooted in work of the hands and heart, as well as work of the head. Especially for 12- to 14-year-olds, a Montessori curriculum is rooted in “Erdkinder”, the German word for “Earth Children”. As important as intellectual work is at this level, the inclusion of activities in nature (e.g. farming, gardening, physical work) that are directly tied to the adolescent’s heart and hands is emphasized. A minimum of ten days of overnight field study per year, which may be delivered in two 5-day intersessions, is recommended.

A spiral curriculum is implemented to expose students to many interrelated topics, repeatedly over time. The Montessori Secondary program expands upon learning fostered in Elementary programs and includes core curricular courses of language arts, mathematics, sciences, and social studies that are cognitively challenging in scope. In addition, students take specialized courses including world language courses, visual and performing arts, health, and fitness, among others and participate in field studies linked to themes, academic work, and service learning. Practical Life at the Secondary level includes student use of checklists, work plans, planning calendars, and/or study guides that promote executive functioning skills such as time management, organization, and decision-making.

Montessori Secondary students engage in independent, interest-based research projects that integrate core curricular areas and electives. The scope of these projects matches the developmental level of the students, beginning in Secondary I and culminating in a High School Senior Thesis project and presentation.

The Montessori Secondary curriculum emphasizes the nobility of work—that is, meaningful work done with humility and purpose. The curriculum allows for differentiation and choice, supports engagement and focus on all work tasks, and promotes mastery learning. Lessons and activities encourage active
engagement, questioning and dialogue. Students use self-evaluations and rubrics to reflect on and self-assess their learning.

Role of the Teacher

(Teachers) should have the proper qualification for teaching in secondary schools, but this does not mean that they should be free to use their own methods, for they must agree to adopt special methods ... these teachers should be open-minded, ready to take part in a new experiment.

Montessori, 1948. P. 80

Montessori Secondary teachers are viewed as facilitators and student-centered guides, compared with “traditional” teachers who provide direct instruction. As such, they are required to complete a highly specialized course of training and earn an AMS Secondary credential. Procedures and practices for fully implementing a Montessori Secondary program are specifically taught to adult learners in teacher education programs. These practices are developed during and after the completion of training, so that each Secondary program is individual and unique based upon the program location, the school culture, and the needs of the adolescents.

The Montessori Secondary teacher fosters teacher/student/peer interactions that exhibit respect, and grace and courtesy. The Montessori Secondary teacher will:

- Complete a highly specialized AMS Secondary course that focuses on appropriate processes for teaching and learning in the third plane of development and earn an AMS Secondary credential
- Apply current research in the field of adolescence that aligns with Montessori processes and content
- Serve as an inspiring role model
- Practice personal and professional reflection, self-care, and renewal activities on a regular basis
- Recognize and encourage the development of positive qualities in the adolescent by maintaining a vision of what students can become, and by providing support and encouragement for each student to achieve his or her full potential
- Observe and respond to adolescent needs for leadership, movement, creativity, problem-solving, responsibility, independence, and autonomy
- Demonstrate mastery of curriculum content by providing whole group lessons, mini lessons, and individual coaching to students
- Create work that helps students synthesize learning
- Foster and support cooperation and collaboration within the adolescent community
- Assist the adolescent in finding her/his place in society

Role of the Family

During the difficult time of adolescence it is helpful to leave the accustomed environment of the family in the town and go to quiet surroundings in the country, close to nature.

At the third plane of development, the role of the adults in the family changes from what it was during the earlier years. Their role is to:

- Learn about the unique characteristics of adolescents and the Montessori Secondary program
- Advocate for the healthy development of their adolescent’s unique identity and belief system
- Set and maintain firm but reasonable limits and enforce those limits consistently
- Encourage the appropriate development of their adolescent’s independence
- Recognize and honor the importance of the adolescent community

Dr. Montessori recognized the important role of families at all developmental levels. She understood that young people entering adolescence were no longer children and not yet adults. One goal of the Montessori Secondary program is to help the family adapt to the transitional dynamics of adolescence. For example, in order for the student to experience real-life decision making, family members are discouraged from supervising field studies. On the other hand, it is imperative that the family attends student-led conferences that celebrate the student’s growth.

Essentials of a Montessori Secondary Program

The eight essentials listed below are provided to communicate clearly the core essentials for a Montessori Secondary program. It takes time to implement all the features and aspects of a Montessori Secondary program described above. In an effort to assist programs that would benefit from a clear list of core requirements, the eight essentials for a Montessori Secondary program are listed below:
1. Honors the social needs of adolescents by serving a minimum of 8 students.
2. Has multi-age groupings in core curricular classes. Secondary students may be grouped in 2- or 3-year age groupings as follows: ages 12-14, 14–16, 16–18 (grades 7–8, 9–10, 11–12) or ages 12-15, 15–18 (grades 7–9, 10–12).
3. Is student-centered and constructivist as evidenced by students managing time, having choice, organizing, and participating in whole-group decision-making.
4. Has student-led community meetings and opportunities for collaborative work.
5. Has a schedule that minimizes disruptions in physical and mental work flow and that maximizes time for student engagement in their work. The schedule includes work periods that are 90 minutes or more in length for at least 4 days a week and avoids students making transitions every hour (or less). The fifth day is typically reserved for going outs, specials, etc.
6. If curricular subjects are separated, the schedule allows for 90 minute (or more) class periods for each core subject.
7. Has the necessary materials and supplies for implementing academic courses and Erdkinder work.
8. Has core teaching faculty who hold (or are in the process of earning) an AMS Montessori Secondary credential.

References
Books and Articles
Piche, P. (2017). There’s no such thing as the real world. Montessori Life, 29 (3), 68.

AMS Resources
AMS Montessori Uninterrupted Work Period: See [www.amshq.org](http://www.amshq.org) > School Materials
AMS School Accreditation Standards and Criteria: See [www.amshq.org](http://www.amshq.org) > AMS School Accreditation
An adult learner must begin the practicum phase within two years of the end of the academic phase.

Extra practicum fees may be assessed based on the type, location, and special needs of the practicum. The rate is $85/day for in town visits and $400/day for out of town visits. School districts and schools with secondary adult learners have an option to add $1200 to their total cost, by site, for the cost of airfares and lodging instead of being billed separately for this added cost.

METHOD OF PAYMENT 2019 – 2020

Shown below are the tuition payment plans for the courses at the Houston Montessori Center. The $100 application fee is non-refundable and is applicable to the total program cost. Please circle your program and check your selected method of payment below. Read and sign the statement. Return to the Houston Montessori Center office.

All payments are due on the first of the month (with the exception of the first tuition payment).

I acknowledge that I will pay Houston Montessori Center according to fees and method of payment checked above.

Payments may be made by cash or check.
CANCELLATION PROCESS

IF YOU ARE UNABLE TO PARTICIPATE IN THE TEACHER EDUCATION SESSION FOR WHICH YOU HAVE BEEN ACCEPTED, PLEASE NOTIFY HOUSTON MONTESSORI CENTER BY COMPLETING AND RETURNING THE FORM BELOW

RETURN TO: HOUSTON MONTESSORI CENTER
7807 LONG POINT ROAD, STE. 100
HOUSTON, TX 77055

PLEASE BE NOTIFIED THAT
NAME (PLEASE PRINT)_____________________________________________________________________________________________
_______________________________________________

STREET CITY STATE ZIP
IS CANCELLING ENROLLMENT IN THE HOUSTON MONTESSORI CENTER
Please circle the one that applies:

  Infant/Toddler (birth to 3)
  Early Childhood (2.5 – 6):
  Elementary I (6–9):
  Elementary II (9–12)
  Elementary I/II (Upgrade 6 – 12)
  Secondary I/II (12–18):
  AMS Administrators Course for School Leaders

SIGNATURE DATE

FOR OFFICE USE:

  WRITTEN WITHDRAWAL NOTICE RECEIVED ON: ___________________________________________________________
  DATE OF ENROLLMENT AGREEMENT: ________________________________________________________________
  DATE ON WHICH THE 72-HOUR CANCELLATION PERIOD WILL EXPIRE: ________________________________
  REFUND BY CHECK NO: _____________________________________________________________________________
  AMOUNT: _______________________________________________________________________________________
  ISSUED TO: _____________________________________________________________________________________
  DATE REFUND WAS ISSUED: ________________________________________________________________________
The curriculum, organization and structure of the Secondary I-II course represents over 30 years of development, research and field study by Dr. Elisabeth Coe and the secondary faculty of the Houston Montessori Center. All contents in the material provided are copyrighted. The adult learners who are participants in the 500+clock hour education course internalize the Secondary I/II organization, structure and curriculum through an experiential process on a daily basis in order to successfully implement this program with adolescents. HMC believes this intensive grounding in the material and the method is fundamental to the use of the curriculum. In our experience, only the adult learners who have participated in the course work fully understand the information provided in the printed materials. The materials on the secure website are to be used only by the adult learners who actually participates in the course and The Houston Montessori Center only grants permission for the use of these materials in the classroom to those participants who have successfully completed the course in the Secondary HMC Teacher Education Program, and this license is not transferable to any school, organization or other teacher.

Each adult learner will receive a password to access the Secondary I-II materials website for 3 years. A renewal fee will be charged for the adult learner to have access to updated information each three years cycle thereafter.

Signature to Adult Learner/date                     Signature of Head of School/date

________________________________________________  ________________________________
 Print Name                                           Print Name
Secondary Supply List

Needed for the First Day
Labeled drink container with lid and/or labeled water bottle
Notebook and a pen

Other supplies needed
1 ream of printer paper
Computer
Your school’s calendar
Colored pencils or markers

We provide
Bag to carry supplies
Mead binder with plastic sleeves
Books and sample handbook

The Secondary I curriculum as presented in the course is very complete; if you have specific resources you would like to use, please bring them. Secondary II bring the resources for your subject area(s).

We will share several different organizing systems, for the storage of materials, from which to choose.

Houston only
There is a small shopping center located across the street (easy walking distance) if additional supplies are needed.

Blackwood
We will be sleeping on bunk beds at Erdkinder. Bring twin sheets (or a bedroll and a pillow). You may also borrow these from a local person.
The best and economical options have been airbnbs. Here are some that adult learners have recommended.

Habitat House Temporary Housing
10037 Hazelhurst Dr
Houston, TX 77080
281-772-7100
selia@selia.com

Kathryn McCrary
Ph. 713-557-1011
1024 Weaverly St.
Houston, Texas. 77008-6760

Commercial
Close to School of the Woods (2.5 miles from School of the Woods):
Crowne Plaza – 7611 Katy Freeway, 77024, 713 680 2222
Holiday Inn Express and Suites – 7625 Katy Freeway, 77024, 713 688 2800

City Center (6 miles from School of the Woods)
Four Points Houston West, 10655 Katy Fwy, Houston, TX 77024, 281 5014600

Galleria (7 miles from School of the Woods)
Aloft, 5415 Westheimer, 77056, 713 622 7010
Courtyard by Marriot, 2900 Sage Rd, 77056, 713 622 3611
Doubletree Suites, 5353 Westheimer, 77056, 713 961 9000
Hilton Garden 2900 Sage Rd., 77056, 800 230 4134
Homewood Suites, 2950 Sage Rd. 77056, 855 277 4942
Hyatt House 3440 Sage Rd., 77056, 713 629 9711

The following are Extended Stay America hotels - the rates are based on a
Each hotel is with 12 miles of the Center

11175 Katy Freeway, Houston 77079 (713) 461-6696
15385 Katy Freeway, Houston 77094 (713) 461-6696
4701 Westheimer, Houston 77027 713. 355.8500
AMS Teacher Scholarships

Every year, the American Montessori Society awards teacher education scholarships to aspiring Montessori teachers.

Through the awarding of Teacher Education Scholarships, AMS supports the growth of Montessori teachers of tomorrow.

Those eligible to apply for scholarships are individuals who have been accepted, are in the process of being accepted, or are already enrolled in an AMS-affiliated teacher education program.

Applications are available in the spring and due May 1.

Applicants are considered on the basis of financial need, a compelling personal statement, 3 letters of recommendation, and official verification of acceptance into an AMS-affiliated program.