



Elementary Adult Commitments

The following document was formulated by the staff at Community Montessori to assist in consistency throughout the 6-12 year old environments. Although there may be individual child exceptions to these elements, our goal is to show these common consistencies.

Commitment	Strategies
1. Adults using wording consistent with Community Montessori philosophy and the Marie Conti handouts.	Talking so others cannot hear our voice. Encouragement over praise. Positive wording when talking to children. Not speaking poorly of any child in his/her presence or absence.
2. Listen to children's conversations.	Outside/inside – assisting children in how they talk to others and making certain that what is being said is peaceful and respectful.
3. Encouraging children to resolve conflict independently with our modeling, support, and encouragement.	Not focusing on "who's right" but "what's right". Making "good choices" when others aren't watching.
4. Redirecting children by understanding what they need.	Giving a new presentation or asking to do a particular activity. Be specific in redirection – spitting can be done in a toilet or you can do the tooth brushing activity.
5. Modeling that learning happens all the time, not just with Montessori materials. Integrating and connecting new to existing information constantly.	Modeling writing children's names with them. Using questioning skills to develop new depth with children. Making math/language a natural part of everyday life by counting out snack, pointing out words in reading, talking about letter sounds, inventive spelling, developmental story problems, and children "reading" books. Encouraging work at home strategies.
6. Children as maintainers of the environment. Children should ask other children for help.	Empowering children to be accountable for all work and materials in the classroom. Making work "beautiful" and "ready for the next person." "Fixing" something on a shelf, table or the floor. Adults modeling appropriate behaviors. Adults encourage learners to use resources and peers to solve questions.
7. Everything has a consistent place in the environment unless it has been changed at a classroom meeting.	Some decisions are made by children through empowerment by the group or an adult, but some decisions are made by the adults for safety or consistency. Chairs, tables and workstations are stationary.
8. Ensuring that all materials and activities are used/done for a purpose.	Every activity for an individual or developmental objective – not just materials that are "cute" or "look good." Videos/DVD's, visitors, activities for a purpose and to connect information.
9. *One adult facing children at all times.	Never having backs to class. Rugs can be in a designated area. When one teacher engaged, other teacher overseeing. Always notify another adult when you are leaving the room.

10. Room Preparation – classroom completely prepared, maintained, and updated. This includes facilitating classroom job responsibilities.	Making a list of what needs to be done, exchanging responsibilities with co-teachers. All materials and supplies organized and ready for the children. Children notifying adults of missing/broken materials. All missing parts, broken materials, and damaged materials taken out of classroom and “fixed” or replaced. Make sure lunch materials are in place <u>before</u> lunchtime.
11. Children have “presentations” or “lessons” in the classroom which are organized by the teachers to meet the developmental needs of each learner and age level for Indiana State Standards.	Utilizing group assignments and individual assignments for the Montessori sequence and the Indiana State Standards. There are many different presentations that can be given for each material to make it developmentally appropriate for an individual learner.
12. Both adults give formal and informal lessons in all 8 constructs.	Presentations based on social, emotional, wellness, moral, intellectual, creative, aesthetic, and school success. Giving new presentations that are developmentally appropriate for each child.
13. Empowering children to solve classroom issues/concerns without adults just fixing the problems.	Adults should establish “committees” of children that can research information and report back to the class. (With follow up by adult) Adults listening to and addressing the concerns of children.
14. Identifying a time where children can share information.	Children being able to share everyday about goals met or classroom activities/problems. Appropriately calling on children who do not raise their hands to encourage diverse participation.
15. Supporting our wellness initiative by planning wellness lessons and sharing this with families through regular communication (as able).	Sending a note home in the child’s lunch box that reminds the family of the policy. Redirecting a child to eat part of a “large” or “multi” dessert or sending additional dessert home while maintaining the child’s dignity. Have ongoing conversations about various nutritional beliefs to support their wellness development.
16. Helping children to branch out while still bringing an appropriate snack.	Encouraging fresh green beans, vegetable recipes, “fruit art”, and others to support variety.
17. Engaging with children outdoors by balancing individual conversations or activities for one or a small group of children.	Working with one or a small group of children on the balancing beam – different things to do. Playing freeze tag, kick ball in the field(kicking the ball and running the bases), playing catch, exploring, etc.
18. Consistently checking and holding children accountable for individual/classroom responsibilities.	Verifying if they washed their hands, cleaned up after snack, made sure the <u>bathrooms</u> and hook areas are beautiful, completed job responsibility, cleaned up after lunch, put material away ready for the next person. Ex. Bathrooms – checklist, child leaders.
19. Class Meetings – children sitting up and giving their attention to the speaker without individual conversations or walking in the middle of the group.	Adults using sign language to redirect behavior with alternate adult walking around the group and whispering redirection or initiating natural/logical consequences. Ground rules consistent at all times. Engaging all children.
20. Adults eating with the children should bear in mind what’s expected of their children. (No double standards)	Eating/drinking appropriate foods when eating with children. Children should be eating on plates, lunch boxes should not be on the table. Children must eat over their plate, and not walk around the room with food. Redirecting children talking with food in their mouths.
21. Ground rules are developed and posted within 2 weeks of start of school and communicated ongoing verbally and with sign language.	Ground rules are developed through discussion with children and should further define school ground rules: Respect for self, respect for others, respect for environment. Communicate in sign language when appropriate (“walk”, “lower your voice”, etc.).

22. Natural and/or logical consequences are adhered to by staff when supporting a child/teen's behavior.	Children are not given "time out", withheld from outside time or withheld from other activities as a consequence for a behavior. The goal is for the child to use mistakes as learning tools to develop inner discipline.
23. Any changes in classroom procedures or ground rules should be discussed with the Director.	If teaching staff wants to try a new strategy pertaining to classroom management or instruction, they should discuss/email this idea first for discussion.
24. Going out trips should be approved by the Director within 2 weeks of the date of trip with a rationale paper.	Children handling their own money (making sure this is communicated with the establishment being visited), children only riding with bus. Limited amount of trips each year. All children must ride the bus with their class.
25. Adults should focus on children when they are with children and save personal conversations with adults for before or after school.	This behavior should be monitored at drop off/pick up times, generally in the classroom, and <u>especially at lunch and outside.</u>
26. Have a thorough understanding of the content and materials and be able to adapt that information for understanding for every learner.	Teaching staff should strive to build on content knowledge and researched "best practices" daily by practicing with "tools" and planning individual and group lessons.
27. Room maintained during work time - work is not left unattended or paper/materials on the floor.	Asking children to help make an area beautiful. Sanitizing snack area, bathroom, or tables when necessary throughout the day. If an adult would not eat snack or go in the restroom – it should be fixed immediately.
28. Assigning individual and group assignments for means of observation, cooperative learning and assessment.	Staff should initiate and manage these assignments (utilizing appropriate software) for consistency and effectiveness without structuring their day. Appropriate follow up by the classroom adults.

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