



Teen Adult Commitments

The following document was formulated by the staff at Community Montessori to assist in consistency throughout the 12-18 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 teens. Not speaking poorly of any learner in their presence or absence.
2. Listen to teens' conversations to support social, emotional, moral growth.	Outside/inside – assisting teens in how they talk to others and holding high standards for what language or wording they use with one another.
3. Conversations with teens should not communicate our beliefs or "agreements" without first owning them.	We should use great care in our communication so as not to use any stereotypes, generalities, and/or personal beliefs as facts.
4. Adults will genuinely get to know each teen and their development in all 8 constructs. (social, emotional, wellness, intellectual, creative, aesthetic, moral, and "school success")	Adults spending at least the first 6 weeks of school getting to know each learner, communicating with family members, and other teachers to better understand the whole learner.
5. Encouraging teens to resolve social conflict independently with our role playing, support, and encouragement.	Not focusing on "who's right" but "what's right." Making "good choices" when others aren't watching. Engaging teens in drama and role play to work through difficult topics and situations.
6. Questioning teen's work choices by understanding what they need and the level of development they achieved.	Connecting new skills and concepts to prior knowledge and by making information real and relevant.
7. Modeling life-long learning consistently by showing excitement and enthusiasm for learning and by showing that learning happens all the time and everywhere. (seminars, lessons, going out trips, study guides, creativity inc. and occupations))	Using questioning skills to develop new depth with learning. Making math/science/humanities a natural part of everyday life by connecting all subjects with interests and strengths. Holding lessons and seminars each week.
8. Teens as facilitators/leaders of class meetings.	Using scaffolding and co-leaders to support teens in attaining the skills to be successful leaders/participants in group meetings.
9. Teens as cooperative maintainers of the environment.	Preparing and empowering teens to be accountable for all areas of the environment(s). Encouraging them in developing and adding to the materials in the environment.

10. Ensuring that materials and activities are used for the purpose of “true learning.”	Every material/activity for an individual, academic, or developmental objective – not just materials that are “cute” or “look good.” Videos/DVD’s, visitors, “going out trips,” activities are all for a purpose and to connect information in the classroom.
11. Adults overseeing the activities of teens at all times.	If teens are in common spaces, their activities should always be monitored on a regular basis. Adults should notify other adults when leaving an environment. Adults not taking a break when things are going well but continuing to support the development of all constructs.
12. Adult Preparation of the Environment – studio completely prepared, neat, maintained, and updated. This includes overseeing studio job responsibilities.	Making a list of what needs to be done, exchanging responsibilities with co-teachers. All materials and supplies organized and ready for learners. Making lists of missing/broken materials.
13. Hold teens accountable for time management and “purposeful work.”	Utilize group assignments and individual assignments while considering Montessori Theory, project based learning and the Indiana State Standards. Track and support online courses, career awareness, seminars, internships, and semester projects.
14. Both adults give “lessons”/role playing in all 8 constructs.	Objectives based on social, emotional, wellness, moral, intellectual, creative, aesthetic, and school success.
15. Empowering teens to solve issues/concerns without adults just fixing the problems.	Adults will establish “committees” of teens that can research information and report back to the class. Adults listen to and address the concerns of teens.
16. Adults identifying a time everyday where teens have a time to share information (“tell their stories”)	Teens being able to share everyday about goals met, successes in learning, or concerns in the studio at necessary times.
17. Supporting our wellness initiative by planning wellness lessons weekly and sharing this with families through weekly communication (as able).	Holding teens accountable to the “one small dessert” policy and for them to prepare and eat their own lunches daily. Have ongoing conversations about various nutritional beliefs to support their wellness development.
18. Snack should be prepared by teens utilizing fruits, vegetables, eggs, whole grain crackers/chips, and hard cheese only.	Teens should be given a budget by their family to purchase enough snack for the week. Teens are encouraged to prepare dishes in which at least 90% of the ingredients are approved contents.
19. Engaging with teens, outdoors and indoors, by supporting fitness and wellness goals for individuals and small groups.	Introducing new group games and fitness activities. Give teens choices for fitness exploration and hold them accountable for reaching individual goals.
20. Consistently checking and holding teens accountable for individual/classroom responsibilities.	Cleaning up after snack, maintaining clean bathrooms and coat areas, completing job responsibilities, cleaning up after lunch, putting material away ready for the next person. Ex. Bathroom checklists, etc.

<p>21. Adults eating with the teens should bear in mind what's expected of their learners. (No double standards)</p>	<p>Eating/drinking appropriate foods when eating with teens (ex. one small dessert, no soft drinks, etc.). Teens should be eating on plates with napkins and utensils. Learners should not walk around the room with food and keep their mouths over their plate. Adults should redirect teens talking with food in their mouths, burping, or engaging in any impolite manners.</p>
<p>22. Ground rules are developed and posted within 2 weeks of the start of school and communicated verbally and with sign language throughout the year.</p>	<p>Ground rules are developed through discussion with teens and should further define school ground rules: Respect for self, respect for others, and respect for the environment. Communicate in sign language when appropriate ("walk", "lower voice", etc.).</p>
<p>23. Natural and/or logical consequences are adhered to by staff when supporting a teen's behavior or lack thereof.</p>	<p>Teens are not given "time out," withheld from outside time or withheld from other activities unless as a part of a natural/logical consequence. We should always strive to put teens in situations where success is possible. For example, if a teen is having trouble with time management, they may come early to class or stay after to "catch up."</p>
<p>24. Any changes in classroom procedures or ground rules should be discussed with the Coordinator or Director.</p>	<p>If teaching staff want to try a new strategy pertaining to classroom management or instruction, they should discuss/email this idea first for discussion.</p>
<p>25. Teens having a consistent seat determined by a balance of adult and child decisions to assist children in the development of new relationships.</p>	<p>Adults should organize an evolving seating plan that supports this commitment.</p>
<p>26. Going out trips should be approved by the Director within 2 weeks of the date of trip with a rationale paper.</p>	<p>Teens handling their own money when at all possible (making sure this is communicated with the establishment being visited). Teens only riding on the bus, as riding with parents must be approved by the Director prior to the trip. Going Out trips should be limited, so as to respect fees to families and should be only used if purposeful for growth in one of the eight constructs.</p>
<p>27. Adults should focus on teens when they are with teens and save personal conversations with adults for before or after school.</p>	<p>This behavior should be monitored at drop off/pick up times, generally in the classroom, and <u>especially at lunch and during outside time.</u> Adults should genuinely greet teens daily.</p>
<p>28. Have a thorough understanding of the content and materials and be able to adapt that information for understanding for every learner.</p>	<p>Teaching staff should strive to build on content knowledge and researched "best practices" daily by practicing with "tools" and planning individual and group lessons.</p>
<p>29. Room should be properly maintained during work time.</p>	<p>Asking teens to help make an area "beautiful." Sanitizing snack area, bathroom, or tables/floor when necessary throughout the day. Bathroom(s) and snack areas could be signed on the hour.</p>
<p>30. Encourage children to look outside of the "black and white" of information.</p>	<p>Support teens in developing the "gray" in multiple situations and looking at many different levels and viewpoints.</p>