The background of the cover is a dark, starry space. A prominent bright star with a red-orange glow and radiating lines is positioned on the left side. Below it, a blue nebula or aurora-like glow stretches across the bottom of the frame. Several other smaller stars and faint circular patterns are scattered throughout the dark space.

Seacoast Center
Montessori Teacher
Education Program

Guide for Adult Learners

Practicum Handbook

Volume 1673 Revised October 12, 2016

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See also Practicum Handbook: Volume II of the Seacoast Center Guide for Adult Learners



Mission Statement

Seacoast Center serves children by educating adults. Our programs offer instruction and reflection on the nature of childhood and education. Our work is based on observation of human development and its constructive role in the learning process. Our heritage is the educational perspective of Dr. Maria Montessori.

A Brief Description

Seacoast Center for Education offers Montessori teacher education and professional development programs. Seacoast was founded in 1992 by Gary Davidson and Charles Terranova. Seacoast's main site at that time was The Montessori Community School in Scituate, MA. The Cornerstone School in Stratham NH became our permanent location in 2001 with expansion into additional locations in Celebration FL and Mount Pleasant SC. Seacoast now offers Elementary I-II and Early Childhood (in partnership with Northeast Montessori Institute) at Sundrops Montessori School in Mount Pleasant SC. Seacoast has offered professional development in China, Indonesia, Thailand, and elsewhere. Seacoast Center conducts in-service programs and locations by private contract internationally.

Seacoast Center for Education, Inc., is a for-profit Massachusetts corporation and is licensed as a Career School for Montessori Training by the New Hampshire Department of Education.



Montessori School of Celebration, FL

Programs

The Seacoast Center Montessori Elementary I (6-9) Program provides a minimum of 325 course hours designed to prepare teachers to work with children from ages 6-9 in Montessori multi-age classrooms. Courses are conducted typically in two academic summer sessions totaling seven weeks duration with one or two seminars during the intervening academic year. Learners entering in June or July of one year typically complete class sessions at the end of the following July.

Certification candidates must possess a bachelor's degree or its equivalent. Qualified candidates who complete all course requirements and a practicum equivalent to one academic year (1080 hours) in an approved classroom are recommended to the American Montessori Society for the Elementary I Credential.

The Seacoast Center Montessori Elementary I-II Program (9-12 portion) is a minimum of 175 course hours designed to prepare teachers to work with children from ages 9-12 in Montessori multi-age classrooms. Publicly advertised courses generally are conducted in one academic session of four weeks with two seminars during the academic year. Certification candidates who complete all course 9-12 requirements are required to complete the Elementary I program requirements prior to recommendation to the American Montessori Society for the AMS Elementary I-II credential. Elementary II only is not offered on a certification basis.

Private contract courses may operate with different course schedules although component content offerings remain unchanged.

Course Director

Gary Davidson is the owner and Director of Seacoast Center for Education, Inc. and its academic programs. Gary has taught children and adults since 1976 in Montessori settings for ages 6-14. He has lectured, written, and spoken widely on Montessori Elementary topics. Gary is also founder and chief executive of The Azoka Company, provider of curriculum support products. Gary has 35+ years of classroom experience from ages 6-14 and 35 years experience in Montessori elementary teacher education for AMS courses and seminars, as a lecturer, school and teaching consultant, and AMS national seminar presenter. He is a board member of MACTE, the Montessori Accreditation Council for Teacher Education and is a former member of the board of IAME, the International Association for Montessori Education. Seacoast Center conducts in-service programs and locations by private contract internationally.

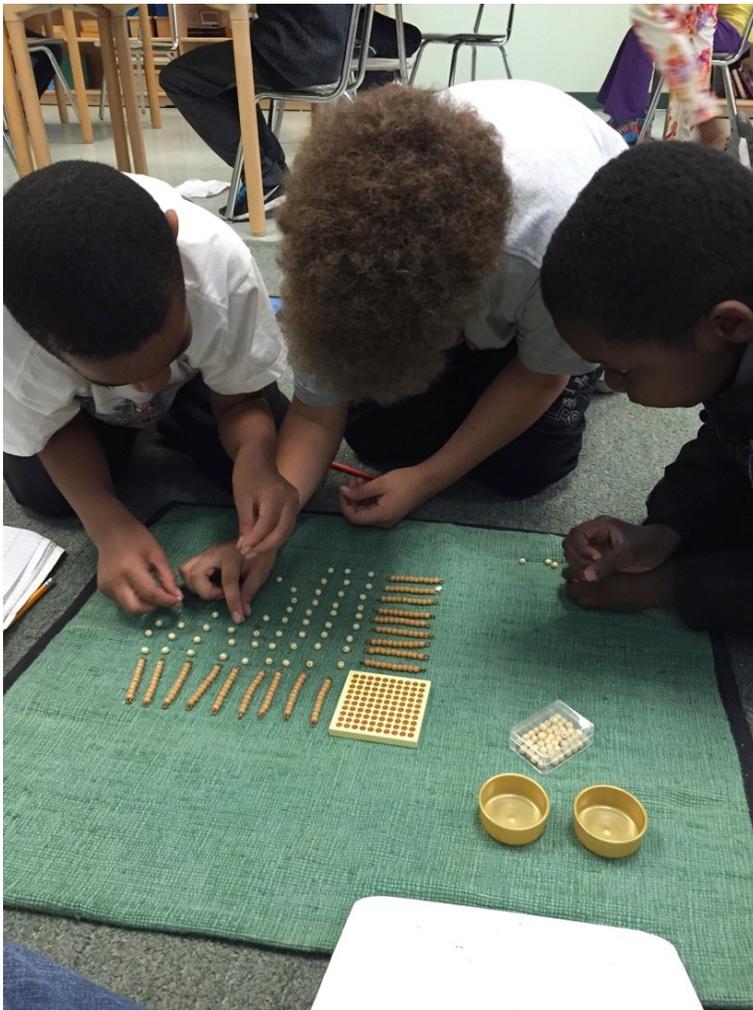
Affiliation / Accreditation

Our programs are accredited by MACTE, the Montessori Accreditation Council for Teacher Education. Seacoast Center for Education is a charter member of MACTE. Seacoast Center for Education is AMS-affiliated.

The Elementary Credential from the American Montessori Society certifies the individual to teach in AMS-affiliated Montessori schools throughout the world and is accepted by many non-AMS affiliated Montessori schools. It does not in itself prepare the individual to enter the general teaching field.

American Montessori Society 116 East 16th Street, NY, NY10003 Phone: 212-358-1250

**Montessori Accreditation Council for Teacher Education
420 Park Street Charlottesville, VA 22902 (434) 202-7793**



Purposes and Objectives

The purposes and objectives of Seacoast Center for Education and its programs are:

1. To offer education to adults in the theory and methodology of the Montessori Method for the stated age range.
2. To work with all individuals in a professional and supportive manner.
3. To provide support to adult learners when possible in completion of all course requirements.
4. To conduct a teacher education program offering a model for personal conduct between adults and children.
5. To promote education for peace through involvement with professional organizations beyond our own geographic region in support of childhood and education.

Statement of Adult Learner Rights and Responsibilities

Seacoast Center for Education maintains the right as an institution of private post-secondary education to enforce its policies and to act with due process to disassociate from the program individuals whose activities or public attitudes are not constructive to the advertised goals and purposes of the program. It is our belief that successful work with children in a Montessori classroom relies on the ability of the adults involved to act in a positive, professional manner both within the academic process and the practicum experience.

Adult Learner Responsibilities

1. Admissions

- A. To read all information published by Seacoast Center for Education concerning its program(s)
- B. To be knowledgeable about other available institutions and accrediting agencies, so that enrollment in Seacoast is an informed choice.
- C. To complete the application process promptly by submitting required materials and meeting pre-training requirements including all required reading.

2. Financial Arrangements

- A. To read any and all information provided by Seacoast regarding fees, refund policies, and financial requirements, and to request further information or clarification when needed.
- B. To read and understand all financial agreements made to and by Seacoast, and to keep a copy of all agreements and receipts.
- C. To meet financial obligations to Seacoast Center promptly.

3. Academic Programming

- A. To read any and all information provided by Seacoast Center and request information or clarification when necessary.
- B. To be an active and positive participant in the course of study within the context of stated requirements and existing institutional resources.
- C. To monitor his/her own personal and academic progress throughout the process of teacher education during both the academic and practicum phases.
- D. To attend all required classes and instructional activities, to arrive promptly, and to complete assignments on time.
- E. To respect the principle of academic and professional integrity.
- F. To respect the freedom of the staff to inquire, publish, and teach.
- G. To respect the facilities and property of the program, including buildings, books, and equipment, and to observe stated requirements for their use.

Program Responsibilities

To preserve and protect the rights of Adult Learners, Seacoast Center is committed to the following responsibilities:

1. Admissions

- A. To provide written policies on admission requirements.
- B. To provide prospective students with adequate and complete information on all aspects of the program, including personal contact with staff and visits to Seacoast Center facilities.
- C. To maintain and refer adult learners to resources for employment opportunities upon request.

2. Advertising

To maintain an advertising policy that is truthful and accurate.

3. Financial Arrangements

- A. To provide complete and accurate information on the full costs of the program.
- B. To maintain fair and accurate refund policies and to provide written information on such policies.
- C. To charge fair and reasonable fees for infractions such as breaking equipment or non-return of library books.
- D. To keep complete and accurate financial records for each student.

4. Academic Programming

- A. To maintain a level of quality consistent with the Mission Statement and Purposes and Objectives of our institution.
- B. To maintain clear written policies on acceptance of credit from other institutions and for providing transcript information to other institutions when requested.
- C. To provide fair and reasonable academic evaluation of performance; to properly maintain records of evaluations; and to maintain confidentiality with respect to adult learner records.
- D. To inform adult learners with information on academic progress and to recommend certification upon completion of program requirements.
- E. To provide adequate conditions to support academic instruction.
- F. To offer quality instruction by means of personnel with appropriate credentials and/or experience, who are current in their fields, meet classes on time, are well prepared, and are available upon reasonable notice outside of class.
- G. To describe program requirements accurately, and to ensure that requirements are relevant to our goals.

H. To offer courses compatible with their descriptions in the Seacoast Center brochure and Guide for Adult Learners

I. To respect the principles of academic and professional integrity.

J. To maintain written policies for dismissal and to carry out such policies only for appropriate causes with due process.

This statement was originally adopted July 1994.
Reviewed and reaffirmed on March 8, 2015.

Ethics

The Code of Ethics of the American Montessori Society guides professional relations between Seacoast Center for Education, adult learners, and fellow professionals.

Code of Ethics of the American Montessori Society

Principle I – Commitment to the Student

In fulfillment of the obligation to the children, the educator:

- 1. Shall encourage independent action in the pursuit of learning*
- 2. Shall protect the opportunity to provide for participation in educational programs without regard to race, sex, color, creed or national origin*
- 3. Shall protect the health and safety of students*
- 4. Shall honor professional commitments, maintain obligations and contracts while never soliciting nor involving students or their parents in schemes for commercial gain*
- 5. Shall keep in confidence information that has been secured in the course of professional service, unless disclosure serves professional purposes or is required by law*

Principle II – Commitment to the Public

The Montessori educator shares in the responsibility for the development of policy relating to the extension of educational opportunity for all and for interpreting educational programs and policies to the public.

In fulfilling these goals, the educator:

- 1. Shall support the American Montessori Society and not misrepresent its policies in public discussion. Whenever speaking or writing about policies, the educator should take the precaution to distinguish private views from the official position of the Society;*
- 2. Shall not interfere with nor exploit the rights and responsibilities of colleagues within the teaching profession*

Principle III – Commitment to the Profession

The Montessori educator makes efforts to raise professional standards and conditions to attract persons worthy of trust to careers in Montessori education.

In fulfilling these goals, the educator:

- 1. Shall extend just and equitable treatment to all members of the Montessori education profession*
- 2. Shall represent his or her own professional qualification with clarity and true intent*
- 3. Shall apply for, accept, offer, recommend, and assign professional positions and responsibilities on the basis of professional preparation and legal qualifications*
- 4. Shall use honest and effective methods of administering duties, use of time, and conducting business*

As American Montessori Society members, we pledge to conduct ourselves professionally

and personally, in ways that will reflect our respect for each other and for the children we serve. We will do whatever is within our talents and capacity to protect the right of each child to have the freedom and opportunity to develop his/her full potential. AMS requires that all member schools and AMS-affiliated teacher education programs agree to comply with the AMS Code of Ethics. AMS relies solely on self-compliance of this Code.

Adopted by the AMS Board of Directors October 1969. Expanded June 1975. Updated October 2008 and 2010.

Admission

Seacoast Center accepts applications throughout the year for entrance into our summer programs. In order to maintain the quality of life in our small setting we do limit class sizes and encourage early enrollment.

Candidates for AMS Elementary certification must hold at least a US Bachelor's degree or its equivalent. Candidates holding degrees issued outside the United States are eligible for AMS International credentials upon satisfactory evaluation of transcripts or diplomas by a credentialing agency that is a member of NACES- the National Association of Credential Evaluation Services. Should this require external evaluation it is at the student's own expense.

Candidates for Elementary I (6-9) certification must possess Early Childhood (2 1/2-6) certification from an institution recognized by the American Montessori Society or undertake a 40 hour overview for that level which includes basic theory, methodology, and curricula. Documentation is required before recommendation for Elementary I or I-II certification is made.

Candidates who enroll as Elementary I-II students who are currently working in upper elementary classrooms may be able to undertake advanced content area at the request of sponsoring schools. This option requires a written statement from the head of the school regarding the candidate's ability to benefit from such a course of study. No certification recommendation is issued until the entire Elementary I-II program is completed.

Application Process

Program applications are available online at www.seacoastcenter.com. The application lists accompanying materials we consider in admissions. No application can be processed before receipt of the application fee. Steps in "How to Apply" accompany the Application Form at www.seacoastcenter.com provide important information regarding admissions requirements.

Non-Certification Participants

In the case of individuals who do not satisfy criteria for admission for certification but who wish to participate fully in the program, the Course Director will determine the candidate's ability to benefit from participation and may offer admission without certification intent at his discretion. The application process is the same as for a certification candidate and enrollment on this basis does not necessarily reduce tuition or fees. In determining the ability to benefit, particular attention will be given to the personal statement and letters of recommendation supplied with the application.

Additionally, the Course Director generally will request a statement of need from a Montessori school director attesting to the individual's suitability for employment at the chosen level.

Background Checks

State and local jurisdictions vary with respect to requirements for criminal background checks for teachers and child-care service providers. Seacoast Center does not collect or maintain such information.

Course participants entering a practicum are required to comply with policies of the practicum site in this matter.

Transfer Credit

Course work similar to that of the elementary certification program which has been completed may be accepted in partial fulfillment of course requirements for a maximum of one-third of the academic clock hours for the course according to criteria established by AMS. AMS does not accept transfer of credit from unaccredited Montessori institutions.

Applicants who feel they can demonstrate compliance with the definitions and standards established by AMS may petition in writing to the Course Director for advanced status. The Course Director may request specific information from the applicant, including submission of materials and albums and written statements concerning previous experience. A Comprehensive Examination Fee may apply in this event at the discretion of the Course Director. Acceptance of previous work toward advanced status will not necessarily reduce the applicant's financial obligation for full tuition and fees for the program.

Attendance

Note: All adult learners are expected to indicate presence upon arrival and departure or verify presence on site by reliable electronic methods.

Academic Phase (academic sessions and seminars):

Given the compacted time schedule for this program, attendance at all sessions offered is required unless excused by the Course Director. The Course Director will have the right to excuse absences provided:

1. The adult learner presents a reasonable plan in writing for compensatory work related directly to subject matter missed.
2. The total number of contact hours missed does not exceed 10% of the programs total hours or 20% of any single curriculum area.
3. The adult learner acknowledges responsibility for all work missed during such periods.

With prior arrangement and a written request, content hours missed may be made up during scheduled lab times at an approved site under the direction of a qualified faculty member. This service is provided solely at the discretion of the Center.

Tardiness

Tardiness amounting to more than 40% of any single class session will be considered as absence for the entire session with subsequent loss of credit for all class clock hours assigned to that session.

Supervised Practice Labs

Supervised practice lab sessions contribute to the total number of hours and are not optional when they take place during stated course hours. Lab periods conducted within specific content area times during the day are used for practice in that content area unless otherwise directed by the faculty member providing the class.

When evening lab hours are offered they will be supervised by at least one qualified faculty member. Lab times may tend to be more relaxed and offer valuable time for integration of materials, sharing with fellow students and faculty, and material-making. We offer and ask for professional decorum and respect for our school environment at all times on site.

Attendance During Practicum Phase

AMS requirements for the practicum phase include 1080 hours, typically a full day nine-month position in an age-appropriate classroom. Exceptions to this model may be requested in writing to the Course Director. Cumulative attendance at the practicum site must be consistent with AMS practicum requirements.

As teaching professionals, adult learners are expected to conform to personnel policies of their practicum sites with respect to absence, compensation, and continuing responsibility for performance of duties. A chronic or protracted record of absence or tardiness may be grounds for disqualification of the practicum experience.

Adult Learner Assessment

The Seacoast Montessori Elementary I and Elementary I-II program assesses and evaluates adult learner progress by several means during the program cycle:

1. A review and critique of selected album notations and illustrations.
2. Supervised practice lab sessions. Adult Learners are expected to maintain a log of their work during lab sessions as well as present materials to peers and faculty.
3. Periodic practical exams and peer assessments.
4. An individual or group project presented at the end of the academic session.
5. Written exam or summation at the end of the academic phase.

Course Assessment

Our course effectiveness is evaluated through responses from faculty, adult learners, field supervisors, school administrators, and supervising teachers (for supervised internships) by several means:

1. Continuing informal conversation between faculty, administration, and adult learners during academic sessions on site.
2. Feedback from adult learners and administration to field supervisors during the practicum phase.
3. Required monthly check-ins online from adult learners between course sessions.
4. Surveys of administrators and graduates.

Grading Policy

Seacoast Center does not issue units of credit or letter grades. All course work is evaluated on a pass/ not passed basis, with work not passed subject to re-submission.

Grading for the Academic Phase

1. Acceptable
2. Re-present or re-submit
3. Incomplete

Grading for the Practicum Phase

1. Satisfactory
2. Unsatisfactory
3. Incomplete

AMS Practicum Standards and Responsibilities

An adult learner must begin his/her practicum phase within two years of the end of his/her academic phase. [2/09]

1. AMS Membership:

It is recommended that the practicum site is an AMS member school.

Programs report practicum sites annually to AMS using the AMS Adult Learner Registration and Practicum Report Form. The AMS office will send non-AMS member practicum sites information on the benefits of becoming an AMS member school.

2. Non-Discrimination Policy:

The site must have a written non-discrimination policy for children and staff.

3. Licensing:

The site must meet all local and state regulations.

4. School Policies:

The site must communicate to the adult learner and the teacher education program, in writing, its administrative policies and guidelines 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:

Elementary I & I-II: The class should contain children in the full age span for which the adult learner will be credentialed (6 through 9, 9 through 12, or 6 through 12), except in the case of a beginning class, which may contain an age span of less than three years

9. Classroom Environment:

The environment must be designed and equipped to meet the developmental needs of the children served. The classroom must include child-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, so that the adult learner may implement the curriculum for the age group presented by the teacher education program during the academic phase. AMS recommended materials lists for schools are available on the AMS website.

Requirements for Entering the Practicum Phase

In order to enter into a practicum phase and receive field consultation visits, adult learners must:

1. Complete a minimum of 160 resident hours of the academic phase of the Elementary I or Elementary I-II program. Any exceptions to this must be requested in writing and may not conflict with MACTE or AMS requirements.
2. Provide a Practicum Site Agreement from an authorized Administrator verifying the site meets and will hold to AMS requirements for an authorized practicum. A form for this agreement is available online at www.seacoastcenter.com.
3. Be in good standing with the program financially.
4. Demonstrate through active participation in the course that you are ready for this important part of the process of your education.

Recommendation for AMS Elementary I or I-II Certification

The Course Director will recommend candidates to the American Montessori Society for the appropriate level of Elementary Certification upon:

1. Completion and favorable evaluation of course assignments.
2. Attendance at a minimum of 90% of academic sessions and seminars, with absences excused as defined in Attendance Policies.
3. Demonstration of competency in all areas of work with Montessori apparatus for which practical examinations are given.
4. A successful practicum experience with children at an authorized site, with favorable evaluation by field Consultants and completion of all practicum requirements. If a practicum has been undertaken at Elementary I, it is not a requirement for Elementary II. Candidates enrolled for Elementary I-II may enter into a practicum upon of Elementary II level academic components.
5. Satisfaction of all financial obligations to Seacoast Center for Education, Inc.

After Completion: Steps in the Process

When candidates have completed course requirements a transcript form is sent for signature and verification. This transcript is returned to the Business Office at Box 292, Warren ME 04864 and is forwarded with an original academic transcript to the American Montessori Society. After processing, the AMS Elementary Credential is returned to our business office for the signature of the Course Director, then forwarded to the candidate via USPS first class mail. Depending on the volume of transcripts received in the AMS office and the time of year, this process can be expected to take a minimum of two months after submission. Seacoast Center for Education will issue a verification of course status upon request in the interim.

In accordance with AMS policy, the month and year of completion listed on the credential will reflect the date of fulfillment of all course requirements and not the final academic session.

Information requests on course status may be submitted by fax at 603-590-6360 or to admin@seacoastcenter.com.

Professional Development Requirement

AMS requires that holders of AMS credentials issued on or after July 1, 2013 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.

The credential holder must keep a record of his or her professional development and be able to provide print or electronic verification of the event host, location, date, topic, presenter(s), and number of hours attended. For this purpose, the credential holder is welcome, but not required, to use the [AMS Professional Development Form](#).

To maintain an active credential, verification of professional development is to be submitted to AMS 30 days in advance of the 5-year anniversary of the issuance of the credential, and every 5 years thereafter.

Course work submitted after the completion of the academic term will be evaluated at no additional charge for a period of two years if received online via secure links at www.seacoastcenter.com. All course work must be completed within three years of completion of academic sessions. After that time a continuation fee [see current Fee Schedule on our web site] is applicable and candidates may be subject to further evaluation, additional course requirements, or administrative removal from the program. Certification candidates are responsible for maintaining written communication concerning progress during periods of extension.

Seacoast Center reserves the right to limit evaluation of make up work submitted to specific time periods published on the program's web site at www.seacoastcenter.com. During periods not identified for evaluation, submissions will be acknowledged by email and reviewed during the next available period.

All course assignments are submitted online and become part of the candidate's academic portfolio. A description of the process for submission is located under the name Submitting Assignments at www.seacoastcenter.com.

Criteria for Withdrawal and Dismissal

Instructors who have concerns about an adult learner's academic capability, ability to deal positively and appropriately with children, manipulate materials, and/or work effectively with adults will immediately inform the Course Director of the situation. If appropriate, the Course Director will arrange a conference with the adult learner. If cause is demonstrated, an adult learner may be placed on academic probation. The Course Director and faculty will work with the student to attempt to alleviate the area of concern. In the event of continued difficulty in the above areas the adult learner may be asked to leave, at which time another appeal may be made. Ultimate responsibility for dismissal will rest with the Course Director. Refunds based on withdrawal or dismissal will follow advertised guidelines for refunds.

In the event of the withdrawal or dismissal of an adult learner, all written records concerning academic performance remain in the cumulative file for a period of three years at the Center's main office.

Financial records will be included if pertinent to the cause of withdrawal. Adult learners who are dismissed or removed from the course involuntarily receive either no or partial credit based on work previously completed and deemed acceptable by instructors or evaluation personnel. Adult learners withdrawing from the course voluntarily may be given credit for work completed and may request in writing to continue work up to two years after withdrawal. Reinstatement of students who have withdrawn is at the discretion of the Course Director.

Placement

Seacoast Center cannot guarantee employment, salary, or professional advancement, either during the practicum year or upon graduation from the program.

Adult learners are encouraged to visit several schools to observe the Montessori Method in practice at more than one school prior to enrollment. A list of AMS-affiliated programs is available at <http://www.amshq.org>.

The financial activities of Seacoast Center for Education are conducted via the offices of Bonnie Davis, P.O. Box 292, Warren ME 04864 Tel: 603-590-6360
Fax: (207) 273-1016. Email: bonniedavis.seacoast@gmail.com.

Upon written request, information related to accounts is available to the adult learner during normal business hours. The **Business Office** handles **account matters only** and cannot respond to inquiries regarding other program matters. Please address other questions to director.seacoast@gmail.com.

Tuition Payment Plan Information

Fees and financial policies are revised annually each year for the upcoming course cycle. Adult learners are expected to fully review and sign an enrollment agreement prior to matriculation. This is a legal contract. Accounts must be in good standing in order to attend seminars. Late payments may result in administrative probation suspension of field supervision visits and other services. Seacoast Center cannot be responsible for delays in processing resulting from late payment or delay of supervisory visits.

Fee for Overdrafts

A service fee of **\$50.00** will be applied to accounts for any checks returned or credit card payments declined for insufficient funds.

Financial Aid

Seacoast Center is able to offer no loans, grants, scholarships, or other forms of financial aid. Applicants may explore sponsorship arrangements with their practicum sites. The American Montessori Society provides limited scholarship assistance to persons in its teacher education programs.

Requests for information regarding such assistance should be made directly to the American Montessori Society office at 281 Park Ave. South 6th Floor, New York NY 10010. Early inquiry and application is urged, as the limited funds available cannot possibly accommodate all deserving candidates.

Adult Learner Fees

Upon payment of the professional fees, registration information will be submitted to the American Montessori Society and to the Montessori Accreditation Council for Teacher Education. Adult learners will receive a practicum membership in AMS with its accompanying rights and privileges. Payment for practicum fees should be payable to Seacoast Center for Education. The American Montessori Society and MACTE do not accept fees directly from adult learners.

Academic sessions, seminars and supervised practice sessions are considered in calculation of refunds. Payment plans are offered for the convenience of individual or client schools only. Tuition for the full program is due upon enrollment, with refunds based upon the following guidelines:

Full Refund

Our refund policies are constructed in accordance with the laws of the State of New Hampshire. We will provide a student with a full refund, of all monies paid within 30 days if:

- (a) Seacoast Center Montessori Teacher Education Program procured the student's enrollment as the result of any false representations in the written materials used by the school or in oral representations made by or on behalf of the school; or or
- (b) The student withdraws from the program or course on or before the first day of instruction, a full refund, less an administrative fee, not to exceed \$150.

The Course Director is the only person authorized to make written or oral representations about the programs we offer.

Other Refunds

(a) Seacoast Center Montessori Teacher Education Program provides a student with a partial refund of monies paid within 30 days if :

- (1) A student who withdraws or is dismissed before 50% of the instruction period shall receive a pro-rata refund, less an administrative fee, not to exceed \$350;
- (2) A student who withdraws or is dismissed after more than 50% of the instruction period shall receive no refund.

(b) Seacoast Center Montessori Teacher Education Program will refund prepaid amounts for books, supplies and other charges unless the student has consumed or used those items and they can no longer be used or sold to new students, or returned by the school to the supplier.

AMS/MACTE fees are non-refundable after they have been submitted to those organizations. Fees are submitted at the conclusion of the first academic summer (4-6 weeks).

No refund is possible if withdrawal or dismissal occurs after the Adult learner has completed 50% of the total course hours unless withdrawal is due to mitigating circumstances, in which case refunds shall be calculated based on a pro rata method of 1:1 days remaining. Mitigating circumstances generally are defined as circumstances beyond the adult learner's control. A change of practicum site, whether voluntary or involuntary, will not be construed as a mitigating circumstance. Seacoast Center for Education generally will continue services to the student uninterrupted during a change of practicum site.

The 50 percent completion limitation does not apply in cases where the student cannot complete the program due to action taken by Seacoast Montessori Teacher Education Program. Examples of school's action shall include school closing or bankruptcy, or cancellation of the program. In these and similar situations, refunds and fees shall be based on the pro rata method described previously for up to 100 percent of the tuition paid.

Timely Refunds

Refunds will be paid within 30 days after the effective date of termination.

Good Faith Effort

We will be considered to have made a good faith refund effort to make a refund, if the student's file contains evidence of the following attempts:

- (a) Certified mail to student's last known address;
- (b) Certified mail to the student's permanent address; and
- (c) Certified mail to the address of the student's parent or listed next of kin, if different from the permanent address.

Notice of Withdrawal

We require that notice of withdrawal be in a written communication.

Upon receipt of written notification of withdrawal, we will honor any valid notice of withdrawal given, reimburse the adult learner any refund amount due, and arrange for a termination of the adult learner's obligation to pay any sum in excess of that permitted under the refund standards given above.

Distribution of Funds to Sponsoring Schools

All or a portion of any refunds due are refunded directly to the sponsoring schools.

Solving Problems

Our goal and hope is to create an educational environment in which problems are resolved collegially, and with professional communication levels of high quality. All individuals, whether students or contracted personnel involved with Seacoast Center for Education and its programs have the right to due process, respect, and appropriate channels for solving problems related to us.

Grievance Procedure

For main site and non-contract additional locations:

In the event of continuing difficulty, an Arbitration Committee is formed to resolve conflicts related to Seacoast Center's performance of duties in the areas specified below or the Adult's performance of responsibilities also presented below.

Seacoast Center's Arbitration Committee will consist of the Course Director, one core faculty member appointed by the director, an Adult learner enrolled in the program and elected by the student body, and a staff member to serve as an alternate in the event of a conflict of interest. In the event that the elected representative to the Grievance Committee is bringing a grievance to the committee, the role of that person in the voting shall be assumed by that who has received the second- highest number of votes in the election for committee representative.

Grievances against the Center and its staff will be heard by the committee in the following areas:

1. Incomplete or deficient training and failure to provide sufficient remedy where this concern is perceived or reported.
2. Failure to adhere to program responsibilities as designated in this document.
3. Failure to make financial restitution when appropriate within advertised policy.

Grievances against the adult learner will be heard by the committee in the following areas:

1. Failure to adhere to adult learner responsibilities as designated in this document.
2. Non-constructive participation including conspicuous inattention during class sessions and supervised lab periods. "Conspicuous inattention" includes but is not limited to material-making or protracted conversation with other course members during scheduled class periods.
3. Breach of attendance policies, including unauthorized departure from the program site during periods designated for independent work.

Grievances outside these areas may also be heard if submitted to the Course Director and considered beyond amicable resolution.

Grievance Process

1. A person initiating a complaint must first consult with the individual against whom the complaint is being brought and attempt to negotiate a satisfactory solution. The Course Director must give final approval to any solutions arranged in this manner if these solutions involve a change in course requirements (i.e. assignments and attendance requirements).
2. If a complaint is not resolved to everyone's satisfaction by this initial contact, the problem can then be brought before the Center's Arbitration Committee, which will decide if it merits a hearing.
3. In the event of a hearing, the committee will hear from both sides of the dispute and will first attempt to arbitrate a solution between them. Failing that, the Arbitration Committee will decide upon a course of action that will be binding on the parties.

Grievance Policy Regarding Contract Sites

For courses offered by contract with public or non-public institutions: Grievances against Seacoast Center for Education follow the guidelines above, but must be made by an authorized administrative representative of the contracting agency.

Problem resolution is an ongoing and informal growth process. Formal grievances will be entertained only after the internal grievance policies of the contractor (i.e. district or host-institution) validate the necessity of the process. The intention of this policy is not to limit rights of Adult learners but rather to place them in the appropriate hierarchical context given the contractual relationship between Seacoast Center for Education and the contracting agency.

Appeal Procedure

Seacoast values resolution of conflict through peaceful means.

Individuals who feel they continue to have legitimate grievances after all the above procedures have been exhausted may submit serious grievances to the attention of the Montessori Accreditation Council for Teacher Education and the American Montessori Society

The policies published in this section are required by our affiliating and accrediting bodies and have not to date been necessary in resolving student-program issues. In the event complaints reach the grave level of requiring action by AMS or MACTE, Seacoast Center for Education, Inc. reserves the right to legal counsel.

American Montessori Society 116 East 16th Street, NY, NY 10003 Phone: 212-358-1250

**Montessori Accreditation Council for Teacher Education
420 Park Street
Charlottesville, VA 22902**

Phone 434-202-7793

Stipulation

No solution can be arrived at which is in conflict with AMS or MACTE requirements for teacher education programs.

Amendments to Publications

This Adult Learner Handbook is intended as a companion to our promotional materials and application form. Each document contains important information and should be reviewed thoroughly. There is no intention on our part to present conflicting or inconsistent information. We ask to be notified of errors and will act to correct and clarify them.

Amendments to policies and correction of errors in this and other materials produced by Seacoast Center for Education will be considered to have taken effect when distributed to students directly, electronically, or via publication at www.seacoastcenter.com. All of the above-named documents are revised annually.

I. Knowledge

- 1a. Montessori Philosophy,
 - 1b. Human growth and Development
 - 1c. Subject matter for each Course Level
- not to exclude:

- Cosmic education
- Peace education
- Practical life
- The arts

Fine and gross motor skills

- 1d. Community resources for learning

II. Pedagogy Understands:

- 2a. Correct use of Montessori materials,
- 2b. Scope and sequence of curriculum (spiral curriculum),
- 2c. The prepared environment,
- 2f. Planning for instruction,
- 2g. Assessment & documentation,
- 2h. Reflective practice,
- 2i. Support and intervention for learning differences,
- 2j. Culturally responsive methods,

III. Teaching with Grace and Courtesy,

As relates to each level the candidate for certification demonstrates and implements with children/adolescents:

- 3c. The Montessori philosophy and methods (materials)
- 3f. Innovation and flexibility

APPENDIX A: AMS COURSE COMPONENT DESCRIPTIONS**Seacoast Center for Education Montessori Elementary I and I-II Program****General Description**

The Seacoast Center Montessori Elementary Program offers components for the Elementary I ages 6-9 and Elementary I-II ages 9-12 level. Our course is aligned with quality assurances established by MACTE, the Montessori Accreditation Council for Teacher Education and AMS, the American Montessori Society.

Key: (ELI Hours) (EL I Resident Hours/ EL I Distance Hours)
(EL II hours/EL II Distance Hours)

6.3.5.1 Mathematics Curriculum (Core) (52) (40)

This course presents teaching materials for math, including number concepts related to whole numbers, fractions, and decimals, and whole number operations for the 6-12 year-old child. Course participants will examine the rationale for use of materials related to each curriculum topic area using traditional Montessori presentations. Mathematical concepts grow out of practical experience. This view is continued through the curriculum area. The lecture/demonstrations show classic presentations of teaching materials with discussion for implementation.

6.3.5.2 Geometry Curriculum (Core) (32) (32)

Basic presentations of concepts of geometry, including the characteristics of lines, plane figures, and their relationships are made using Montessori apparatus. Geometry is presented in an historical context to provide Adult learners with the development of geometry over time. The lecture/demonstrations show classic presentations of teaching materials with discussion. Adult learners work with each other to simulate classroom settings.

6.3.5.3 Language Curriculum (Core) (44) (28)

Concrete experiences leading to reading, writing, and the exploration of grammar are presented along with contemporary supplementary material consistent with Montessori standards and purposes. Attention is given to the role of individual development in learning to read and to assessment of language skills. The course is conducted using lectures, discussions, supervised practice with materials, and independent and group creative projects.

6.3.5.4 Geography Curriculum (Core) (32) (8)

Lectures and demonstrations relate the study of the physical features of our planet and the geological and geophysical forces at work on it to the development of human cultures. Adult learners prepare models, maps, and charts related to various aspects of earth history, composition, and weather phenomena.

6.3.5.5 History Curriculum (Core) (32)(12)

A sequence of material presentation and topics for research related to the child's sense of time and human history is presented. Subject matter ranges from time-telling and calendar activities to the history of life on earth and the appearance of humans.

6.3.5.6 Biological Sciences Curriculum (Core) (36) (16)

The study of botany and zoology explores general characteristics of life forms, their functions, classification, and environments. Advanced work with cells and characteristics of diverse classifications of life on earth extends into the study of ecology and ecosystems.

6.3.5.7 Physical Science Curriculum (Core) (12) (8)

An experiential approach to basic concepts of physics, chemistry, and simple machines is presented with recommendations for integrating these areas into cultural curricula. Facility with technology in the classroom by both adults and children is discussed.

6.3.5.8 Curriculum Design and Strategies (Core) (4) (2)

Curriculum strategies provide Adult learners with an evolving “toolkit” of approaches to Montessori pedagogy. The chief objective of this course is to assist Adult learners in effective interpretation of Montessori values in classroom practice.

Issues covered include preparing the physical classroom environment for the 6-12 year old child, design of appropriate supplementary materials for the classroom, effective record-keeping systems, and management strategies. Group discussions and problemsolving discussions are an important component.

6.3.5.10 Montessori Philosophy/Theory (Foundational) (32/4) (22/2)

This course explores the history and principles of the Montessori Method, the developmental characteristics of the elementary child, and the Montessori approach at the elementary level. Activities stress the importance of ecology and awareness of the natural world. The concept of Cosmic Education is introduced both as a theoretical structure and as a specific mechanism for the preparation of the teacher's thinking and Evaluation of the classroom experience. Peace education as a means of communication of personal and global values.

6.3.5.11 Practical Life Curriculum (Foundational) (4) (4)

Practical activity is both a philosophical perspective and a way of encouraging concentration and self-awareness in children. For the younger child it is a matter of acquiring basic control of movement through purposeful activity. For the child from 6-12 practical life activity may extend to craft and ultimately service activities as the momentum of the student propels her or him out of the boundaries of the classroom.

6.3.5.12 Child Development (Other) (4) (0/4)

This course addresses the physical, emotional, intellectual, and social world of the child from ages 6-12. Dr. Montessori's work provides a basis for constructive discussion of recent and pertinent information on human development as applied to classroom practices.

6.3.5.13 Movement and Physical Education Curriculum (Other) (4)(2)

Appropriate teaching tools to support fitness in elementary children are given, including personal fitness, assessment of children with respect to fitness, large and small group games appropriate to the 6-12 age, body image, and recommended implementation procedures for the elementary classroom.

6.3.5.14 Visual Arts and Crafts (Other) (4)(2)

This course introduces teachers to many materials for possible use in the classroom, and encourages teachers to introduce their children to the work of artists through their use of a particular medium or tool. Seasonal celebrations are approached as cultural studies, as well as encouraging the child's observations of the changes and cycles in nature..

6.3.5.15 Music Curriculum (Other) (4) (4)

Elementary music consists of group and individual activities related to the acquisition of singing skills, rudimentary rhythm exercises, and introductory theory.

6.3.5.16 Elementary Practicum Teaching (minimum of 1080 hours)

6.3.5.17 Practicum Seminars(36)(36)

Practicum seminars provide Adult learners with the opportunity to share, review, and refine knowledge of information received during academic sessions with classroom practice.

6.3.5.18 YearlongProject(4)(4)

The Year Long project is intended to be a summary experience.

Early Childhood Overview (40)

This course component fulfills AMS requirements for an Early Childhood Overview for those who do not hold certification at that level. It is offered as a public workshop for professional development option at selected locations. Reading material is distributed by the workshop presenter.

Instructor: various

Content: What is Montessori? Maria Montessori Life and History

Key Concepts and Terminology Child Development Planes of Development

The Prepared environment

Practical Life Theory and practice Sensorial Theory and practice

Math Theory and Practice Language Theory and practice Cultural Theory and practice

Distance Components

When offered, limited distance components supplement hours in residence to provide for real-time contact between cohort and faculty members. Support sessions may be scheduled in response to Adult Learner requests. No component is offered entirely online. Required technology for online participation is smartphone, laptop, or desktop with Internet access.

Business Office Hours

Hours: 8:00-5:00

Open: Tuesday-Thursdays

Closed: December 15- January 15

Hours by appointment after email contact:

April 1-April 30

Bonnie Davis, Business Manager, account questions:

bonniedavis.seacoast@gmail.com

Telephone: 207-596-1359

Fax: 207-273-1016

Evaluation Periods

Assignments may be submitted online at any time. They will be reviewed during scheduled evaluation periods listed below.

September 15-November 15

January 15- February 15

March 15- May 15

July 15- July 25 (Priority given to individuals completing current academic sessions)

Academic Course Calendars 2016-2017

(Any changes will be reflected on our web site at www.seacoastcenter.com)

Mount Pleasant South Carolina Site

Daily 8:00-5:30

Early Childhood Overview

June 6-10, 2016

Early Childhood Program

Academic Session: June 13-July 8, 2016

Practicum Seminars: October 14-16 November 11-13

February 18-21 March 17-19 April 29-30

Elementary I Program entering

Academic Session: June 13- July 8, 2016

Practicum Seminar: October 15-16, 2016 April 8-9, 2017 Elementary I Program

returning Academic Session: June 13-July 1, 2016

Elementary II Program entering

Academic Session: June 19-30, 2017 (with 3 seminars)

Stratham New Hampshire Site

8:30-5:30 Daily

Elementary I

Academic Session:

July 5-July 29, 2016 Practicum Seminar:

October 28-29 May 6-7, 2017

Elementary I Returning

Academic Session: July 6- July 22, 2016

Elementary II:

Academic Session July 11-July 22, 2016

Seminars: October 27-29 January 22-24 March 30-April 1, 2017

Sample Enrollment Agreement



Seacoast Center Montessori Teacher Education Program

Business Office: Box 292

Warren ME 04864

Tel: 207-596-1359 Fax: 207-273-1016

(Sample) Enrollment Agreement

Enrollment Statement: I _____ wish to enroll as a student for the academic year 2015- 2016 in the Seacoast Center Montessori Teacher Education Program at the (circle):

Early Childhood/Elementary I / Elementary II level / Elementary I-II level.

Annual Tuition and Payment Plans: I have received a copy of the description of Course Fees schedule setting forth the applicable tuition and fees and the Adult Learner Guide stating financial policies. I have received, reviewed, and accurately completed the Application form. I understand that I am enrolling in entire academic program consisting for the level I have selected and that I am responsible for the full amount of the tuition and published fees for my course level. Should I withdraw or be removed from the program, refunds will be guided by the policy attached to this agreement and published in the Guide for Adult Learners.

I agree that once I am required to pay the tuition and any applicable fees as advertised. I recognize that if I have elected to pay in installments, this is for my convenience and does not limit my obligation to pay all installments in a timely manner. I understand that Seacoast Center for Education has the right to initiate legal proceedings to enforce this agreement, and that I understand my obligation and agree to pay such costs as it may incur to collect outstanding debts, including reasonable attorney fees. I also understand that if promised payments are unpaid for more than 60 days Seacoast Center for Education may suspend all services, including field supervision visits, and that recommendation for certification to the American Montessori Society is contingent in part on satisfaction of financial obligations.

I have reviewed fees and commit to pay the annual tuition in accordance with the policies described in the Student Handbook and under terms of any written installment agreement I enter into. I/We Have read this agreement and agree to all the terms and conditions contained herein. I/We acknowledge that this is a legal, binding contract.

Signatures of Student and Guarantor of Tuition (***both signatures of student***)

and sponsor are required): Student _____ Date:

Guarantor, if not student _____

Billing Address _____

In hiring, promotion, and provision of training we do not engage in any form of discrimination based on race, religion, sex, national origin, handicap, age, or sexual preference.

For Seacoast Center for Education: I, **Bonnie Davis**, acting as a duly authorized representative of Seacoast Center for Education, do acknowledge receipt of this Agreement and acceptance of its terms.

Signature _____ Date _____



**Seacoast Center Montessori
Teacher Education Program**

Business Office: Box 292

Warren ME 04864

Tel: 207-596-1359 Fax: 207-273-1016

Seacoast Center for Education Montessori Teacher Education Program

Addendum to Enrollment Agreement

Please review the following important information and indicate receipt by checking or initialing the items and signing below:

___ A. New Hampshire Regulatory Information

(1) The School has provided a copy of the current catalog, and urges you to carefully read this document as it provides important information on programs, courses, faculty, fees, and student rights, among other topics.

(2) Each student has the right to assert against the School or any assignee any claim or defense he or she may have against the School arising under this agreement, and the School has provided clear guidance on procedures for resolving any grievances (cite section of agreement). Please be advised this right cannot be waived and every student is entitled to pursue, after completion of the school's internal processes, any grievance with the Office of Career School Licensing ([603- 271-6443](tel:603-271-6443)), provided the claim is within the scope of Office's responsibilities as defined in New Hampshire Code of Administrative Rules, Chapter Hedc 300.

___ B. Application Form (available at www.seacoastcenter.com)

___ C. Adult Learner Guide (available at www.seacoastcenter.com)

I acknowledge receipt and acceptance of the information above.

Signature

Date

Sample Application (click for link)

Sample Application Form (click for web link)

Seacoast Montessori Elementary I-II Application

Complete all information to create your file. Applications will be processed upon receipt of application fee.

Seacoast Center does not engage in any form of discrimination based on race, religion, gender, national origin, handicap, or sexual orientation in its admissions or hiring policies or the provision of services.

Last Name _____ First _____ E-mail: _____

Program Location	Level
New Hampshire	EL I (6-9)
Florida	EL II (9-12)
South Carolina	Other
Early Childhood Overview (SC only)	

Your address

Street Address _____

Street Address Line 2 _____

City _____ State / Province _____

Postal / Zip Code _____ Country _____

Are you a citizen on the United States? **Phone Number**

Yes _____

No _____ Area Code _____ Phone Number _____

Sample

If no, please give country and see acknowledgement before submitting form.

Education

Please arrange for original academic transcripts of the last two degree programs completed to be sent to our business office address at: Seacoast Center for Education, Box 292, Warren ME 04864

Level of Education	Year Completed
_____	_____
Degree granted by	Major/Concentration
_____	_____
Level of Education	Year Completed
_____	_____
Degree granted by	Major/Concentration
_____	_____

accredited Early Childhood Credential

Yes

No - I understand that I will need an Early Childhood Overview before I can be recommended for certification.

If Yes, Credential issued by: _____ Year _____

If applying for EL II only and you already hold an accredited EL I credential, provide the following information:

Program _____ Year Granted _____

Most recent employment

Institution

_____ Last Employment

_____ Street Address

_____ City _____ State / Province

_____ Postal / Zip Code _____ Country

Check if this is your practicum site: Yes

Administrator/Contact

Phone Number

Area Code Phone Number

UNDER THE LAWS OF THE STATE OF NEW HAMPSHIRE, YOU MAY CANCEL THIS APPLICATION ANY TIME PRIOR TO MIDNIGHT OF THE THIRD BUSINESS DAY AFTER THE DATE OF ITS SUBMISSION AND RECEIVE A FULL REFUND OF ANY FEES PAID.

References: Please ask these individuals to contact us via the online recommendation form or at admin@seacoastcenter.com. We do not initiate contact.

Full Name _____ E-mail _____
 First Name _____ Last Name _____

Full Name _____ E-mail _____
 First Name _____ Last Name _____

Full Name _____ E-mail _____
 First Name _____ Last Name _____

Acknowledgement by the applicant
 Please read carefully before submitting the application or fees.

FUNDAMENTAL TENETS OF AN AMS-AFFILIATED TEACHER EDUCATION PROGRAM

1. Teacher educators model the Montessori principles (movement, choice, peer teaching, etc.) and abide by the AMS Code of Ethics and Teacher Education Program Rights and Responsibilities at the adult level so adults observe Montessori in action. (*Modeling*)
2. An atmosphere where respect for oneself, others, and the environment is fostered in all interactions. (*Respect*)
3. Recognition of the essential inclusion of Peace Education and the development of a community of learners where there is trust, diversity, and peaceful ways of working together and addressing conflict. (*Peaceful Community*)
4. The recognition of the vital importance of observation in teaching/learning process and the necessity to develop ever increasing skills in observation, practice in observing other classrooms/environments, and one's own classroom. (*Observation*)
5. A recognition that teaching/learning takes place through an interaction with the environment and, as a result, particular attention must be given to both the child/adolescent environment at the level of the course given and the environment conducive to the adult's learning. (*Prepared Environment*)
6. Assessments are a part of the teaching/learning cycle and come in various forms such as observation, allowing mistakes, giving specific feedback, permitting self-discovery, giving processing time, meeting learners where they are, and guiding them forward to meet the competencies of an effective Montessori teacher. (*Assessments*)
7. Recognition that the teacher education course is the continuation of a life-long journey of learning, growing, observing, reflecting, and researching. (*Life-long learner*)
8. As children/adolescents learn together in an active, engaged environment, so do adults. Adults of different ages and talents gathered together in residence replicates the experience of the Montessori classroom in action so that adult learners are immersed in the Montessori culture. Enriching interchanges occur with each other and the physical environment. (*Constructivist Theory*)
9. The developmental continuum is honored across time, place, and cultures through 1. equal appreciation across all levels infancy through adults; 2. the child/adolescent and teachers learning from each other; 3. Montessori pioneers, current teachers, and aspiring teachers. (*Continuum*)
10. Understanding the underpinnings of cosmic education by constantly representing the unitary vision of the universe, through the connectedness of all things, indirect and direct aims, whole to parts to whole, integrated, spiral curriculum and the attitude that the

universe is an evolving, self-organizing force that offers many possibilities. (*Cosmic Education*)

11. The outcome of the teacher education course should be the transformation of the adult with the spiritual preparation that solidifies the philosophy and the attitudes and dispositions inherent in the method such as love, flexibility, restraint, etc. (*Spirituality and Transformation of the Adult*)
12. The function of the practicum phase is to provide for the adult learner a supervised teaching/ learning experience and a period of observation, internalization, and further study to bring together the theory and practice of Montessori education under the guidance of mentors. (*Practicum*)

AMS Teacher Education Action Commission (TEAC), Adopted October 2014.

AMS requires that all AMS-affiliated teacher education programs agree to adhere to and embrace the *Fundamental Tenets of an AMS-Affiliated Teacher Education Program*.

Seacoast Center for Education



Practicum Handbook



Seacoast Center for Education Montessori Elementary I-II Program

Mailing Address: Box 292 Warren ME 04864

Main Site: 955 Houston Northcutt Blvd.

Mt. Pleasant SC 29464

Tel/Fax: 603-590-6360

www.seacoastcenter.com

Your Practicum Visits

The first contacts for your practicum visits follow receipt of the Practicum Site Agreement signed by your Head of School or an administrative designate.

This may be sent to us by your Head of School through a link at www.seacoastcenter.com.

We will work with you to identify and schedule representatives of Seacoast to visit you three times during your practicum year. Practicum visits that take place more than 50 miles from the starting location of the field consultant are subject to reimbursement of actual expenses for transportation and lodging. This can be avoided if you are able to recommend a local professional who is not in a direct supervisory role for the intern to conduct the visits. Field Supervisors may be Seacoast faculty, alumni, or other colleagues who meet MACTE/AMS requirements: certification at the appropriate level, a minimum of three years in the classroom, evidence of continuing professional development, and a current membership in AMS. Field supervisors receive a stipend from Seacoast upon filing online visit reports.

When the Field Consultant contacts you, please respond in a timely manner. Our policy is to make two attempts via email to contact you to arrange visits, after which it becomes your responsibility to initiate contact in order to continue active practicum status.

Scheduling the Visits

Make sure to clear any dates you arrange for the visit with your administrator. You are asked to arrange an appointment between your visitor and your administrator to discuss how you are doing as a member of your professional community.

The consultation visit involves a minimum of two hours of observation in morning or afternoon. Afterward, you will meet privately with your Field Consultant. During this meeting, you will review your observation journal, record keeping, offer and receive feedback, and discuss your questions and concerns with your visitor. The Field Consultant will concentrate on your progress.

If you are in a supervised practicum, your Field Consultant also needs to spend a short time with your supervising teacher, either before or after the visit.

Please make sure that both you and your administrator get a copy of the signed practicum agreement for your files, and that your visitor is able to review your observation journal.

Timing of Visits

Visits may be distributed over one or two years. It is possible to have two visits during the initial year and a concluding visit after the second academic session or three visits at intervals between academic sessions or upon completion of the second academic session.

Practicum Visit Guidelines

The purpose of the practicum visit is to offer you assistance and guidance as you navigate professional life in the Montessori classroom. We do this through the following means:

- 1 observation of your interactions with the children both in the normal course of classroom activities and in lessons
- 2 examination and discussion of classroom management techniques, the overall environment, your methods of record keeping, your observation journal, etc.
- 3 discussions with your administrator and/or supervising teacher
- 4 discussions with you

You will have three practicum visits. In the course of those visits we would like to see an example of lessons in each of the following subject areas:

arithmetic

geometry

language

geography

botany

zoology

history

practical life

an original lesson created by you combining two subject areas

In the event we are unable to verify your growth through three scheduled visits, additional support may be required in person or via the internet.

First Practicum Visit

One of your lessons should be a group lesson (4 students or more). The other two may be individual, small group, or large group...it's up to you.

This should all fit into the normal flow of your morning.

The visitor will need to meet with you for about 1/2 hour at the end of that morning, so please make sure you have coverage. In the course of this meeting, they will want to see your observation journal and discuss any questions or concerns you have with this aspect of your classroom experience.

They will also need to touch base with the head of your school and your supervising teacher (if you have one) in the course of the visit. You will be expected to make those arrangements, as well.

Make sure your visitor receives the original signed Practicum Site Agreement and is able to review your observation journal.

Second Practicum Visit

One of the lessons should be a large group lesson (seven or more students). The other two are your choice.

In addition, you should have your record keeping system available for your visitor to examine and discuss with you. The visitor will also want to see your observation journal. Please bring questions and issues regarding these areas of teaching with you.

Arrange a meeting for your visitor w/ your head of school/supervisor in the course of the visit.

Third Practicum Visit

During this visit, please plan to conduct a whole group lesson or class meeting. This can either be one of the above lessons or morning meeting. It's up to you. The group size of your other lessons is also up to you.

Finally, don't forget to set up a meeting for your visitor with your head of school/supervisor and bring your observation journal.

Please don't forget to check in MONTHLY with us via the short form at www.seacoastcenter.com.



**Seacoast Center for Education
Montessori Elementary I-II Program**

Program Site: 955 Houston Northcutt Blvd.
Mount Pleasant SC 29464

Main Office mailing address:
Box 292 Warren ME 04864

603-590-6360 fax
www.seacoastcenter.com

Observations in Other Classrooms

As part of practicum year requirements, you are required to make three visits to other classrooms and to prepare a short written summary of each observation. One of the visits may be conducted in your own school in a class other than your own. One may also be an observation of a different age level than the level you are currently teaching. Two of the three observations must be at the age level for which you are enrolled as a certification candidate.

A cover sheet for each written summary is included in this document. Please have it signed by the head teacher of the classroom you visit or the head of school and include it with your summary.

A list of “Things to Consider when Observing a Montessori Class” is also included to assist you in your observation write up.

For your convenience, this guide includes samples of three observations contributed by a recent program graduate. In this case the author chose to use the same format in approaching classrooms of the same age in three different schools. This is not a required format and was designed by the author, but is an excellent example of useful written observations.

When you have completed your observations they may be submitted by email to www.seacoastcenter.com or by fax to 603-590-6360.

Please don't hesitate to contact Gary at director.seacoast@gmail.com with any questions you may have.

Field Consultant Report

Name of Intern * Intern E-mail * Visit # *

First Name Last Name

Practicum Site *

Practicum Site

Address

City State/Province/District

Postal / Zip Code Country

Type of Practicum * If supervised, name of supervising teacher

Date of Visit * Time of Visit *

Summary of Points of Evaluation– These are based on observations by the Field Consultant, review of documents provided by the intern, and interviews with the intern, supervising teacher, and school administrator. See Practicum Visit Guidelines for criteria for evaluation.

	Proficient– meets and exceeds expectations for position	Developing – meets expectations for position with progress demonstrated	Basic– demonstrates essential skill	Not Observed– Unable to evaluate due to circumstances noted in comments.
Preparation of Environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Initiative/Motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork/Relations with Colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent Communications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson Planning and Record-Keeping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall Evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Montessori Lesson (s) Observed *

of Children *

Comment *

Montessori Lesson(s) Observed

of Children

Comment

Overall Comments *

Field Consultant *

First Name

Last Name

Field Consultant E-Mail *

Observation Journal Reviewed *

- Yes
 No

Field Consultant: Please click "Print Form", keep a copy for your records, and email to the intern **prior** to submitting to the Business Office.



Seacoast Center for Education

Program Site: 955 Houston Northcutt Blvd.
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www.seacoastcenter.com

Observation Cover Sheet

To be used as a cover sheet for your written description when doing your observations in other schools.

YOUR NAME: _____

DATE OF OBSERVATION: _____

How many classes have you observed previously this year? _____

SITE INFORMATION:

School Name: _____

City, State: _____

School Telephone: _____

Head of School: _____ Total number of children in school: _____

Number of classes at each level:	_____	Infant and Toddler
	_____	3-6
	_____	6-9
	_____	9-12
	_____	Middle School

CLASSROOM INFORMATION:

Age range observed _____ 6-9
 _____ 9-12
 _____ Other (provide a rationale for this as an observation site)

Total number of Children in Class: _____ number of girls: _____ number of boys _____

Age span: _____ three year
 _____ two year _____ Other (provide a rationale for this as an observation site)

Age of youngest child _____ Age of oldest child _____

VERIFICATION:

Please ask the Head Teacher or Head of School to sign verification of your visit.

Signature of Teacher or Head: _____



**Seacoast Center for Education Montessori
Elementary I-II Program**

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Things to Consider when Observing a Montessori Class

1. How are the shelves and materials organized? Are they neat, in sequence, and clearly displayed?
2. Are the materials in good condition?
3. How do the children flow in their space?
4. Is there adequate group and quiet space for them?
5. How do the children interact with the materials?
6. How “child centered” is the environment?
7. How respectful are the children of the environment, materials, and each other?
8. What form of record keeping and time management is in place for the children?
9. How independent or interdependent are the children i.e. do they go to each other for help or to the adult?
10. How are distracted children re-directed?
11. How much do the adults interfere w/ or control the class, disruptions, distractions, etc.
12. How does the work period flow? Is there a natural “bell curve” in the activity and noise level?
13. How do the children know what’s expected of them? How do they choose their work? How engaged are they in their work?
14. What is the noise level like and is it working?
15. How aware are the adults of the class as a whole, even when giving lessons?
16. How do the adults handle lessons?
17. What things, if any have you seen that you would like to try to incorporate in your class and why?

October 28, [REDACTED]
[REDACTED]

The classroom was spacious with high ceilings. Two walls had large windows. The students could choose to sit at two one-person tables, three four-person tables, or one six-person table. There were plenty of shelves located throughout the room. The shelves were organized by curriculum. The shelves were neatly arranged, and materials were sequenced by level of difficulty or by order of presentation.

The materials were in reasonable condition. They were not brand new, but they were clean, not torn or broken, and not missing any parts.

Because of the large room size, students moved easily throughout the room. They could carry materials without bumping into furniture or each other. There were no noticeable bottlenecks of students trying to squeeze through a narrow opening.

The large room size allowed students to spread out and work undisturbed. Students who wanted to work by themselves sat at one-person tables. The classroom had enough space for two large group gathering areas, so two group lessons could be given at the same time.

Children used the materials in a respectful manner while I was observing. When putting away the triangles for the detective triangle game, the students carefully placed the triangles in the box and made sure the lid fit properly before returning the work to the shelf.

The environment was child centered. There was enough room set aside for students to roll out the 1000 chain in a straight line. The whiteboards were hung low enough for students to reach them. None of the shelves were too high.

While I was there, the children respectfully listened to the teacher reading their poetry out loud. As they were sitting down, the teacher reminded them to worry about helping the person next to them to be comfortable, and then they will be comfortable, too.

The students used daily planners that had been filled out at the beginning of the week. The students referred to their daily planners to know what work needed to be done each day. Each student had a set of binders for each of the curriculum areas. They kept their unfinished work in these binders.

During my observation, the students who needed assistance received help from the teacher and the assistant teacher. The oldest students were out of the classroom at a specials class for most of the morning, so I do not know if the younger students would have gone to the older students for help before going to the teachers. When the assistant and lead teacher had to leave the room for a short time, the children kept working.

Distracted children were redirected in a respectful manner. One student who was being disruptive was asked to sit and read next to a teacher while she gave a lesson. After the lesson, the student was allowed to return to his work. Another student was not allowed to go to his specials class because he

had been climbing up the doorframe while standing in line before walking to the specials class. The teacher explained that students who follow rules and directions are allowed to go to specials. The student was initially upset, but the teacher redirected him to help another student with a lesson. Then the student focused on working with the other student for the next half hour. When students noisily returned from their specials class, they were reminded to notice the volume of the room as they entered.

The work period flow was uneven due to groups of students leaving and entering the classroom for specials classes. The classroom would get quiet while some students were at specials, but then it would get noisy when students came back to the classroom and returned to their work.

The overall noise level was low. Students in the classroom were working or receiving lessons. The students that were working together in pairs talked quietly to teach other. There were no groups larger than two. Students who worked alone spread themselves out across the classroom. They were pretty good about getting up and going over to talk to someone instead of calling across the classroom. The teachers also made it a point to stand or sit next to a student when they spoke to a student.

Both teachers were aware of the classroom throughout the morning. During lessons or while giving help, they continuously looked around and watched what the other students were doing.

The lead teacher was very skilled at giving lessons. They were theatrical, animated, and engaging. Her enthusiasm was contagious. A student who was not able to sit quietly during a lesson was asked to leave. She modified follow up work to match her students' abilities.

I would like to incorporate the interesting stories that the lead teacher told during her Detective Triangle and Function of Words lessons. They capture students' imagination, hold their attention, and help them remember what was taught. I also liked how the classroom celebrated Halloween with a History Mystery Day where each student and teacher dresses up as a historical person and gives three clues for others to guess who they are. Students do research to help them write their clues.

Observation at [REDACTED]

April 17, [REDACTED]
[REDACTED]

The shelves were organized by curriculum, and the materials were attractively displayed on the shelves and placed in order of presentation. The uncrowded shelves did not have backs, which made the room look open and spacious. The teachers had good visibility of students working in the classroom.

The materials were in good condition with no missing pieces. They looked well taken care of. The wooden tables, chairs, and shelves were also in good condition. The classroom was neat and orderly.

The layout of the furniture sectioned the classroom into different areas but still allowed students to flow through the room easily. The room size was quite large. Students could carry materials without worrying about bumping into furniture or each other.

There was an open area near windows for large group lessons. There was plenty of room for students to work on the floor, and there were numerous tables available. The tables were spread out in the classroom, and no table sat more than two students. There were four single-person tables available for students who wanted to work by themselves. Since no table could sit more than two, the noise from conversations was kept to a minimum.

The students who were using materials used them respectfully. They did not treat them roughly, and they put them away so they were ready to be used by the next student. Students kept their work areas organized.

The classroom environment was child centered. There were several locations where students could work without being disturbed or distracted, and there were places where students could work together. Bigger tables were spread out in the room, so conversations at these tables did not bother others. All materials were easy to locate and within reach. The classroom had a good collection of books for students to read for research and pleasure. A beautiful enormous wall map of the world was used for geography lessons. Several students who liked to work on the floor used floor desks.

Most students treated each other with courtesy and respect, especially during job time when they all worked together to clean the room. They were supportive of each other during their academic work. They were not too noisy when they returned to the classroom from a specials class. Students did not complain about each other while I was there.

Students were expected to turn in work at the end of the morning work period. I believe students had daily work plans they referred to when choosing work. Students also referred to a posted schedule for the day. Teachers updated records for each student as they corrected their follow-up work and gave lessons. Students had a cubby drawer for storing their work.

I saw a couple of children working alone throughout most of the morning. A teacher checked in with them once or twice. A few other children worked in pairs without adult assistance. Two girls working on

a fraction book sought help from a teacher because of some confusion about the previously given lesson. One boy needed one-on-one help from a teacher, mostly to help him stay on task.

Only a few students needed to be redirected. One student was reminded that his follow-up work needed to be turned in at the end of the morning, and then he got back to work. Another student was asked what he was going to work on next. He responded and got out the work. One other student needed to work with a teacher to stay on task.

Adults did not have a noticeable presence in the classroom except when giving a large group lesson. Teachers handled disruptions individually and quietly, without drawing a lot of attention. The cleanup at the end of the morning was student led. Students went to and returned from their specials classes by themselves. There was no announcement, and they did not have to line up to walk to their specials class together. They simply went on their own when it was time.

The work period flow remained steady throughout the morning. The classroom was generally quiet, especially when a group of students was out of the classroom during a specials class. The students that stayed in the classroom were focused and worked quietly.

On the morning of my observation, the students were expected to complete work assignments by the end of the morning. They also worked on corrections that were handed back. Some students worked on research assignments. I did not see any wandering students or students who were not sure about what work to choose. The students I observed were focused and engaged in their work.

The classroom noise level was very low. The windows, carpeting, and size of the room did a good job of absorbing the sounds. The students had good work habits and did not spend excessive time chatting with each other, which also helped keep down the noise level. There was a banner hung in the classroom that said, "You have the right to work in peace." The students seemed to take this message to heart.

The adults were very aware of the class as a whole. One of the teachers made time to observe the classroom at work. There was a lot of eye contact between students and the teachers throughout the morning.

One of the teachers gave two group lessons while I was there. She made sure all students were paying attention and that they raised their hands instead of calling out answers. The first lesson was on fraction equivalencies, and the second lesson was on verb tenses. There was no goofing off or fooling around during these lessons. Some students moaned that the assignment on verb tenses was going to be too hard, but the teacher reminded them that because of their preceding lessons, they should be able to do this assignment. Five minutes later, those students were making progress on their work.

There are two things in this classroom that I would like to incorporate in my own classroom. The first is a banner to remind students that they "have the right to work in peace." This is a powerful and important message for them to internalize. I want students to feel that it is OK to ask another student to not disturb them, and I want students to understand the impact that their behavior has on other students.

The second thing I would like to add to my classroom is a seating arrangement that limits the number of students that sit at the same table to two. It can be extremely challenging for more than two students to sit together and stay focused on their work. Providing only single and two-person tables helps keep the room quieter because there is less opportunity for students to talk to each other. Some students are easily distracted and/or have a difficult time concentrating when they sit at a table with multiple students.

Observation at [REDACTED]
February 20, [REDACTED]
[REDACTED]

The classroom was shaped like a very long rectangle with a generous amount of square footage. The shelves were located along the wall and were grouped by curriculum. The materials on the shelves did not appear to be sequenced, and they were neither attractively nor neatly arranged. They were not crowded, but they looked haphazard. There were at least twelve tables scattered throughout the room. These tables sat from one to four students. Only one wall had windows.

The materials were in very good condition. The school is only a few years old, so most of the materials looked like they were still new. None of the materials had missing pieces. There were a couple of shelves of research books and an encyclopedia. There were no computers in the classroom.

The classroom's large size made it easy for students to move throughout the room. The scattered placement of tables prevented students from being able to run across large open areas. There was enough room and furniture for students to work comfortably on the floor or at tables.

There were two areas in the classroom available for large group gatherings. One was located at the end of the classroom. The other was in the middle of the classroom. There were several single person tables located in the classroom, which were used by students who wanted to work alone. The large classroom made it possible for students to spread out and work without being distracted by nearby students.

Most of the students treated the materials with care. The assistant teacher needed to remind a couple of students to strike the chimes with less force. The students in the science area cleaned up their workspace after conducting a messy experiment. A student using a pin map carefully placed the flags back in its box when he cleaned up the work.

The classroom environment was child-centered. There were tables and chairs to accommodate the different heights of the students whose ages ranged from 6 to 12 years old. Students were able to independently get supplies and do work in the art and science areas, which were well supplied and well organized.

Most of the students were respectful of the environment and their classmates. There was no running and not much loud talking. A couple of boys fooled around for a large part of the morning. They seemed unaware that they were disturbing others. I overheard a group of girls gossiping about other girls in the room, but two other girls stuck up for the targeted girls, and the gossiping stopped.

Students carried a daily planner with them that had been filled out earlier in the day. I observed on a Monday. I am not sure if they planned work for just the day or the whole week. They were also expected to hand in finished work at the end of the morning work period. This deadline had the effect of getting students who fooled around for most of the morning to focus on work at the end of the work period in order to complete the morning's assignments.

There were only three teachers for 35 students (one lead for lower elementary, one lead for upper elementary, and one assistant for both), so the students worked independently and usually went to each other for help. The teachers were often busy giving lessons or working with students on corrections and follow-up assignments. The students tended to ask for help from those in the same level. However, I did notice an upper elementary student helping a lower elementary student with a wordbox lesson.

Distracted children were redirected in a stern but respectful manner. One student was sent back to the work he had been doing at his desk. Another student was given a new science experiment to complete. A student was asked to sit in on a lesson being given by the lower elementary teacher. One girl, who was getting distracted while taking care of the classroom pet, was asked to let another student take over the pet care.

Because I observed an uninterrupted three-hour work cycle, I did notice a curve of work in which a period of busy work was followed by some false fatigue, which was followed by a period when many of the students were engaged with some of their more challenging work. However, students were expected to hand in their work at the end of the morning, which may have motivated students who were more likely to wait until the last minute to get their work done.

The students knew what was expected of them by referring to their daily work plans. New follow-up work was added to their work plans at the time the follow-up work was assigned, usually after a new lesson. They could choose any work that was on their work plan at any time during the morning work period. Most of the students were focused on their work, especially those who were working by themselves. The older upper elementary students who worked in small groups were focused on their work. Some of the younger lower elementary students who worked in groups or in pairs had a little trouble staying on task. Lower elementary students who worked nearer to the upper elementary students were more successful at staying focused. The upper elementary students were positive role models for these lower elementary students.

The noise level was manageable. There was a quiet hum of activity throughout the room, but it was not too loud for most students. The room was quite large and absorbed sound well. No one had to raise his or her voice to be heard. The large size of the room allowed students to spread out so the conversations of others were not distracting. Most students did not yell across the room to talk to someone. Instead, they walked over to have a conversation. Teachers also went up to students to talk to them.

The small teacher to student ratio made it challenging for the adults to be aware of all the activity in the room. There were times when students became distracted and started to disturb others, but when a teacher finally noticed, a look from the teacher was usually enough to get the students to return to their work. The assistant was often walking around the room and helped to redirect students back to their work.

During the time that I observed, the lower elementary teacher gave a small group math lesson and two large group language lessons. For the math lesson, she and three students sat around a table and worked on the initial checkerboard lessons. During the fifteen-minute lesson, she kept the students

engaged through discussion and interactive participation. For the larger language group lessons, the students sat in a circle and listened quietly while she presented. Each lesson was about ten minutes, so students did not have to sit for too long. The teacher spoke quietly and was well prepared. The upper elementary teacher gave individual and two-person lessons. The other upper elementary students were busy working on Montessori Model UN proposals for most of the morning. The upper elementary teacher gave her lessons in a quiet and matter-of-fact manner. The upper elementary teacher did most of the talking while her students listened quietly.

There were a couple of things I saw during my observation that I would like to bring back to my class. I would like to better organize the art and science supplies in my classroom so students can get out materials without assistance. My classroom is constrained by space, so right now there is not enough room to put everything within a student's reach. Perhaps, some reorganization and storage drawers would help to make materials more accessible.

The other activity that I would like to add to my class is the playing of chimes. If not chimes, then possibly an electric piano with headphones. A student would have the opportunity to play and practice playing music during the day. This activity would give them a relaxing break from their usual routine of academics, help students find extra time for practicing, and give students an opportunity to play an instrument that they might not otherwise have.



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The Observation Journal

Observation is one of the hallmarks of the Montessori profession. At all levels, observation by the Montessori teacher is a critical tool for management. As with other learning processes, you may find this a difficult and frustrating experience at first, but by developing a consistent practice of documented observation you will better understand who your children are, how they interact with each other, and how they do or do not move forward in their work. The time you invest in developing good observation skills will return substantial dividends in the course of your professional development.

During your practicum year we ask you to document regular observation of your classroom. An observation journal is a requirement for successful completion of a practicum experience. This document is designed to help you get started. Additionally, online support is available for discussion of classroom observation among other topics. Your Field Consultant will examine your journal at each visit.

Basic Journal Requirements

Your observation journal should document fifteen minutes per day four times per week, a total of one hour each week for at least twenty-five weeks of your practicum year. For each journal entry, show dates, beginning times, and ending times. Observations are expected to take place in the classroom in which you are working.

The choice of medium (i.e., composition book, loose-leaf paper, laptop or other is yours. The journal should constitute actual notes taken during observations (as opposed to summaries written after the fact. The end product may be somewhat dog-eared from constant use, but is expected to be a legible and coherent document that you are able to use for later reflection and analysis of classroom activities.

Your documented observations will be grouped into five successive theme areas: Environment, Work Cycle, Learning Styles, Social Interactions, and Transitions. Each area should be the focus of five or six weeks of observation time during the school year. Each theme and in turn and in order.

Questions related to the five categories are provided to help you focus your observations and in preparing summary statements. You are not expected to cover each point or to use the questions as a checklist. They simply represent the consciousness experienced teachers might bring to the observation. Review the questions in advance but spend the actual time watching and recording. At the end of each theme area (e.g., five weeks focusing on Environment revisit what you've written. Record any insights you may have in your journal before you begin the next

category. This summary does not need to be more than 1-2 pages in length and should be included at the end of each section's notes.

While this documentation may be useful in record-keeping, an observation journal is not a record-keeping system in itself and does not satisfy that area of practicum requirements.

Observation technique constitutes an entire course of study in itself. For our purposes, simpler is better. Bear in mind that objective and subjective observations are two different things. The objective portion of your journal should be the emphasis. If you are unpracticed in documenting observation, make sure to note primarily what you see and not what you think about what you see. One way to do this is to create a list of observed activity as a column on the left side of the page with any comments or insights logged on the right.

Another approach, typically used in ethnographic observation, is to make continuing notes but bracket any comments that are subjective. Example: 10:45 Sarah with the stamp game. Exchanges tens for hundreds. Blinks. Blinks again several times. [Sunlight from that window really is intense today. Problem for that table?]

Observation Journal Evaluations

Your Field Consultant will review your observations and give advice as requested. The Observation Journal is intended to be a record of your own growth and is ungraded. Maintaining one and presenting it for regular review is a requirement.

Field Consultation Evaluations

Each practicum check-in, observation journal entry, and Field Consultant visit gives evidence of your ability to apply the Montessori Method appropriately in classroom practice. Problem-solving is a natural part of growth.

Practicum visits are considered accepted when the Field Consultant is able to review most of the aspects of the visits as described in this Handbook and the report has been filed. Three accepted visits and nine practicum check-ins are required for completion of the practicum.

Questions About Practicum Assignments

Practicum questions for all of our Seacoast Center for Education sites should be addressed to director.seacoast@gmail.com.

Observation Focus Points

Use these questions to support your reflections. Some will apply to observation of a single child, others to groups of children, and still others to the space itself.

Environment:

1. How do the children flow in their space?
2. Is the space warm and inviting?
3. Is the space overwhelming or too sparse?
4. How's the noise level and is it working?
5. Are there areas of congestion? Are there areas where children tend to collect, congregate, "hang out", or hide? Are there areas that remain empty/unused?
6. Are there quiet work areas for individuals and small groups? Are there work areas conducive for large groups?
7. Is there adequate group and quiet space for the children?
8. Are the individual work areas inviting or "punitive"?
9. Are the materials beautiful and inviting both in condition and in their organization?
10. How do the children interact with the materials? Are some shelves more inviting than others?
11. How respectful are the children of their environment and the materials?

Work Cycle and Expectations:

1. How independent or interdependent are the children i.e. do they go to each other for help or to the adult?
2. How do the children know what's expected of them?
3. How do they choose their work? What percentage of the choosing is theirs vs. the teacher's?
4. How engaged are they in their work? Can they focus? Do they focus well? Are there a lot of distractions?
5. Is the bell curve occurring?
6. What are individual children doing and for how long?
7. How much wandering happens in the class? How long does it take for them to get engaged or re-engaged? Can they do that on their own or does it take intervention?
8. Do the children demonstrate patterns of when they take out easier vs. more challenging work?
9. Do the children demonstrate patterns of when they take out short term vs. great work?
10. What types of work do individual children prefer? What work do they avoid?

Learning Styles:

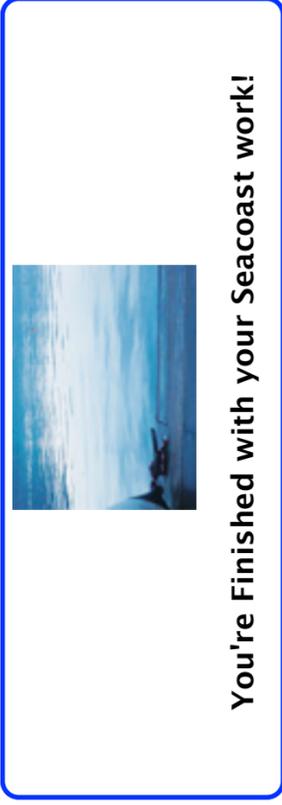
1. How well does the child focus?
2. What is distracting for individual children?
3. Do they need quiet or to talk while working?
4. Do they need to move frequently?
5. What re-engages the child?
6. Do the children need a lot of short-term activities? Can they handle "big work"?
7. Where is their sense of organization? Where do they need assistance with organization?
8. Can they work well in groups or pairs?
9. Who do they tend to work with? Is this working for them?
10. What materials attract individual children and what do they avoid? Is there a pattern?
11. What helps individual children calm down or focus?
12. What engages individual children?
13. How do individual children process information best? What causes confusion for them? What helps them?
14. Who works well together? Why?
15. Who doesn't work well together? Why? Is there anything that they can do together?
16. What have you tried with children who are having trouble with certain work or subject areas? What worked? What didn't work?

Social Interactions:

1. How well do the children negotiate with each other?
2. How respectful are they with each other?
3. Do they tend to turn to an adult to solve their issues?
4. What problem solving techniques are they using? What works? What doesn't work?
5. How do children handle those that are distracting or annoying them?
6. What tools do they use to problem solve? Do they need further guidance on effective problem solving (win/win) techniques?
7. How much adult intervention occurs?
8. What roles do individual children tend to take in their social groups, in the class? Is this good for the child?
9. What is helping individual children in their social connections? What is getting in their way?

Transitions:

1. What cues are used to indicate the end of a cycle?
2. Do the children know what is expected of them during the transition?
3. What children have trouble following through? What helps them? What gets in their way?
4. How well do they do in their jobs?
5. Is this time primarily teacher directed or child directed?
6. Are the adults monitoring, modeling through participation, or both?
7. What techniques are used to help those children who have difficulty during these times?



You're Finished with your Seacoast work!

What Happens Now?

1. Your Course Assignments are verified. If you have questions regarding your assignments, [use the Practicum Check-in link to contact us.](#)

2. Your Practicum Assignments are verified. If you have questions regarding your practicum status, contact [use the Practicum Check-in link to contact us.](#)

3. Your account is cleared by the Business Office. If you have questions regarding your account, contact bonniedavis.seacoast@gmail.com.

Everything OK? Great!

Your application file is reviewed one last time to make sure your materials are complete.

Something missing? (Did that last letter make it? Is the transcript an original or a copy?) We'll let you know!

Our documentation is prepared by the office and sent to the most current address on file along with the official transcript you sent us with your application.

If you need a verification of your status at any time let us know.

You receive the documentation, PRINT your name as you would like to see it on your credential, sign it to verify the information, and return to us to send to AMS.

AMS processes your information and returns it to us the credential for our signature.

We mail the credential to you! Congratulations!