



# Teens Program Guiding Document

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## 1) Vision, Mission and Values

### **Vision**

**Young people as change-makers; educated through responsibility, agency and social purpose.**

### **Mission**

To design learning spaces where young people have structure, responsibility, and choice. Guiding students to question, challenge and explore; confidently living in today's world and embracing the possibilities of tomorrow.

### **Values**

Inclusion, diversity, equality and belonging  
a culture of respect, creativity, and independence  
the individuality and potential of every human  
human beings' innate desire to learn and create  
interaction with the natural world and stewardship of the natural environment  
purposeful activity and meaningful work  
families engaged in their children's learning and the school community  
upholding a scientific and developmental approach to the needs of humans  
continued personal and professional growth for all staff  
collaborative work among children, adolescents, and adults  
education for a just and peaceful world

### **We are committed to:**

sustainability . inclusion . pedagogical excellence . community engagement . staff dynamism

## **2) Program Goals**

- 1 Provide opportunities for students to:
  - a. work side by side with adults and interact with experts.
  - b. experience deep engagement with their work.
  - c. experience real work and authentic responsibilities.
  - d. discover their purpose, find their voice and speak their truth.
  - e. make decisions together.
  - f. develop critical thinking and problem-solving skills.
  - g. develop the knowledge necessary for well-informed adult participation in society.
  - h. develop an awareness of common ground among humans.
  - i. develop an ecological awareness.
  - j. develop a connection to our place.
- 2 Extend the learning environment beyond the classroom to engage in the surrounding community.
- 3 Create a community of learners with an atmosphere of mutual respect and support.
- 4 Create opportunities for valorization.
- 5 Convey the connectedness of all disciplines.
- 6 Articulate the “Erdkinder approach” in an urban/suburban environment.

### 3) Staffing

#### Role of the Adult

“The adolescent must never be treated as a child, for that is a stage of life that he has surpassed. It is better to treat an adolescent as if he had greater value than he shows than as if he had less and let him feel that his merits and self-respect are disregarded.” Maria Montessori, *From Childhood to Adolescence*.

In EMAS Teens, the relationship between the adult and the adolescent is one of respect, understanding and love. The adult’s responsibility is to live and work with the tension between supporting and challenging the developing adolescent who is in the process of becoming an adult. We support the development of the personality by witnessing and validating (not praising) their work. The adult in the adolescent community takes on many different roles: teacher, guide, coach, advisor, role model, resource, and expert.

Adult guides work side by side with the adolescents. If the work of the adolescent community is real adult work, then the adolescents can’t (by definition) do it by themselves.

- The adult must analyze the task to identify which aspects will need instruction.
- The adult gives lessons that isolate the difficulty. Seek and invite experts to give lessons when possible – adults who are knowledgeable in and passionate about their field of expertise. (Note: Experts may need coaching on how to work side by side with the adolescent.)
- The student does as much as possible and the adult adds expert knowledge.
- The student does it alone, but the adult stays close by to offer support and feedback.
- If the student gets in over his or her head, the adult steps in. “Let’s do it together.”
- If the work is real, the adults will care about standards and the students will take them seriously. But the adult will have to be patient with less than perfect results. We help them by setting parameters that will allow them the opportunity to be successful.

For further information on the role of the adult as advisor, see “Advisory” section.

## **4) Procedure for Establishing Curriculum Content**

In choosing curriculum content for any given subject, we consider several different kinds of inputs. First, we look to the plans for study and work outlined by Maria Montessori in Appendix B of *From Childhood to Adolescence*, as well as her other writings and lectures we combine this with our own EMAS Curriculum framework.

Secondly, we look at the recommendations of national subject-specific organizations that address Curriculum for Excellence teaching of their disciplines.

Thirdly, we consider the curricula of both other Montessori schools and other respected programs and schools. We look to examples such as the Hershey Montessori Farm School in Huntsburg, Ohio, and other schools around the world that are practicing a Montessori adolescent program for what our program should include.

With attention to these three resources, our own teaching experience, and opportunities to relate to other disciplines, the guides for any given curriculum area work together to construct an organizing framework, then seek and incorporate feedback from the rest of the team.

## 5) Assessment

As adolescents develop their identity, they need to gain a sense of their strengths and weaknesses and of how they compare with others in many areas, in order to know and create their place in the world. Self-assessment and the assessments of peers and teachers play an important role in this process.

Assessment at EMAS takes on a new dimension for adolescents. In EMAS' elementary classes, the emphasis is on formative assessment, informal feedback to the student that guides him or her in improving the work or taking the next step. As students move to middle school, the emphasis on formative assessment continues, but students also receive periodic summative assessments evaluating their work or learning relative to external standards. As students leave behind the self-correcting materials of the primary and elementary classes, there is more need for self-assessment and for evaluations by peers and teachers.

With adolescence comes the development of self-awareness, and students become more capable of and more interested in assessing themselves. Self-assessments offer students the opportunity to reflect on their own work, compare their own assessment with their guide's assessment, and identify areas in which they've grown and areas in which they would like to improve. Students assess their work formally at the end of each Humanities and Occupations project, and at the end of term in their specialist classes, using a post-project self-evaluation form. They also assess their own work using rubrics or other forms for both formative and summative self-assessment.

Peer evaluation is another tool used frequently in our program, as either a formative or a summative assessment. Students have opportunities to give and receive feedback from their fellow students on work in progress and to evaluate each other's finished work.

Guides provide both formative and summative assessments of students throughout the school year. The goal of formative assessment is to provide information needed to improve teaching and learning while they are happening. This may take the form of feedback given to students while their work is in progress, helping them adjust their work process or improve the structure, depth, completeness, or correctness of their work before the final work is submitted. Guides' notes and records of student progress are also a kind of formative assessment, because they help the guide decide where to focus lessons or attention as the students' progress through the work.

Formative assessment is very powerful, because specific feedback that is applied immediately has much more staying power than feedback given after a project is over, to be applied to work in the



future. Formative feedback to students in the middle school may take the form of a brief conference to discuss a project plan, notes, or a draft; written feedback on notes, outlines or drafts; an individual lesson that arises out of a teacher's observation that a student lacks a skill needed to complete the work; an evaluation of a draft using the rubric that will be used to assess the final work; or other ways of giving feedback before the work is complete.

Summative assessment becomes important in middle school as well. The goals of summative assessment are to measure students' work or conceptual understanding against a standard, to help students know where their work stands relative to expectations, and to show trends over time. Summative assessments of student work in our program take the form of test scores; rubrics evaluating finished work; and an end-of-project assessment in each subject that includes narrative commentary and a rubric evaluating students' engagement, work management, concepts and skills for a project or term as a whole.

Much of the formative and summative assessment we do involves the use of rubrics. A rubric is an assessment tool that describes specific criteria used to evaluate a piece of work, arranged to show the degree to which each standard has been met. Rubrics are given when work is assigned, or they may be created jointly by the students and guide. Because they help students understand ahead of time what excellent work looks like, they are a teaching tool as well as a tool for assessment, helping the adolescent self-correct as they work. Included in this section are rubrics used for many kinds of outputs in various subjects.

In assigning work in all subject areas, we strive to allow students to choose ways of showing what they have learned. Different ways of demonstrating knowledge support students with different learning styles and help students learn to utilize their strengths and strengthen their weaknesses. In occupations and humanities, students are typically asked to choose two different kinds of outputs to show what they have learned (see "Outputs" on the following page). We encourage them to branch out, try something they haven't done before or haven't done recently, and expand their repertoire of ways to demonstrate their knowledge. The guide or advisor may request that a student choose a particular type of output to strengthen a skill that needs development (i.e. writing a research paper or a lab report).

## Possible Outputs:

There are many ways that our students can show their mastery of the material they study. Our guides strive to give students a variety of ways to express what they have learned to the rest of the class. Some of the ways students choose to express their learning include:

- **Writing:** response essays (analysis and response to a key reading), personal essays, research papers, argument essays, journals, scripts, monologues for a dramatic presentation, fictional accounts, poetry, children’s book.
- **Oral Presentation:** informal question and answer session with adult and/or peer group; formal presentation in front of larger group; debate or “meeting of the minds” encounter in front of the community.
- **Creative Expression:** produce a piece of art, a dramatic monologue, a dramatic scene with group; compose music, poetry, dance, comic book, community service project, fiction that expresses an understanding of the culture or time period or an insight into one of the key questions about the culture or time period.
- **Visual/Mathematical:** charts, diagrams, graphs, maps, webs, scale models, timelines.

## 6) Community Life

### Rationale and Goals

Maria Montessori described adolescents as social newborns, needing the same kind of tender and protective care in the social realm that newborn babies need in the physical realm. She also emphasizes the importance of moral and physical care for adolescents in *From Childhood to Adolescence*. We know from our own experience that adolescents need the support of a close, loving and collaborative community that they can influence, contribute to, and feel valued by.

In Montessori's vision of adolescent education, as outlined in Appendices A and B of *From Childhood to Adolescence*, adolescents should live away from their families on a farm in the country. This would give students the opportunity to form a close community and to have greater freedom than they have in their families. As a way of developing their independence, they would take responsibility for running their house like a hostel, learning about hotel-keeping and developing competence in administration and finance.

Although EMAS' program does not presently include boarding, we seek to achieve some part of the boarding and hostel-keeping experience through various aspects of our program one example of which is international travel and exchange.

### **Morning Gathering**

We begin each day together as a community, gathering to greet and recognize one another. We take attendance, most often by asking a question of the day which students answer in turn. Examples of questions are, "What's your favorite time of day?" "What do you love most about spring?" "Describe your ideal sandwich," "If you could have a superpower, what would it be?" and "If you could have lunch with someone from history, who would it be?" From their answers, we not only know who is present, but we also learn a little more about one another each day. Sometimes, in lieu of asking a question, we take attendance quickly and then take time to discuss current events.

When attendance is done, we share announcements and anything we need to know for the day.

### **Silent Reflection**

After lunch break, students are given time for silent reflections and thought. The student hospitality manager may choose to read a blessing, poem, or other inspirational or thought-provoking quote for the students to reflect upon.

## **End-of-the-day Gathering**

Just as we begin each day together as a community, so do we end it. Students gather at the close of the day to share any announcements and reminders. Then we take a brief opportunity for students to share something that went well during the day, to acknowledge someone in the community for a contribution or accomplishment, or to say thank you to someone. Students raise their hands to speak, and each speaker calls on the next person.

## **Housekeeping chores**

Although we don't live at school, our students do take responsibility for cleaning and caring for our classrooms. Twenty minutes are allotted each day for chores ranging from washing tables to vacuuming to taking out the rubbish, compost and recycling.

## **Community Meeting**

Maria Montessori describes adolescence as “the ‘sensitive period’ when there should develop the most noble characteristics that would prepare a man to be social, that is to say, a sense of justice and a sense of personal dignity.” Our weekly community meeting allows students to develop and strengthen these noble characteristics by sharing their concerns with their peers and teachers, listening deeply to others’ points of view, and working together to come up with solutions that take everyone’s needs into account.

Each week, the adolescent community holds a community meeting to discuss issues, make decisions and share reports from the class businesses or special projects. Through this forum, students understand that they have real responsibilities as citizens of our class community and that they have a genuine role in its governance and management.

Everyone is expected to be present at the meeting and to participate. The tone of the meeting is respectful, honest and safe; the group establishes and agrees to the ground rules. The meeting is chaired and minuted by the students.

## **Community Work**

One afternoon each week is reserved for community work. This includes work that supports the school, the adolescent community, the microeconomy, or the larger community.

Each week, the guides and/or the community service manager (a student leadership role) add work tasks to the list of weekly tasks that need to be done. These tasks include general maintenance (recycling, turning the compost, cleaning the younger classes’ gerbil and hamster cages, emptying rain barrels, cleaning the minibuses), repairs, gardening, work related to the microeconomy (shopping,



processing forms, making market items), and any specific requests we've received from other members of the school community. The list is 2-3 pages long and has space for students to sign up for tasks during the day on Wednesday. The list indicates the number of students needed for each task and the staff member who will guide/be responsible for each task.

Following community meeting, students check in with the guide listed for the task they chose to do to receive instructions. When students complete a task, they check it off the list and choose another task to work on. If they are not sure what to do, they check in with the middle school guide who is the resource manager for the day, and the guide helps them choose another task.

## 7) Student Leadership

### Rationale and Goals

The social organization of a Montessori adolescent program incorporates multiple opportunities for students to take on roles within the community. These opportunities are key to the development of self-confidence and practical skills necessary to the developing young adult.

In *From Childhood to Adolescence* (p. 64), Dr. Montessori writes:

The essential reform is this: to put the adolescent on the road to achieving economic independence. We might call it a “school of experience in the elements of social life.”

One way students can experience the kind of valorization (the sense of having agency over one's plans) Montessori describes is through taking on formal leadership roles within our class community. Each aspect of our community is managed by a student leader who takes responsibility for the work associated with that role. Within the microeconomy, the work of each business is divided among several roles—for example, the market stall has a business manager who deals with the financial aspects of the business, a food service manager who takes charge of the shopping and food preparation, and a house manager who directs the arrangement and decoration of market stall. There are also student leadership roles that are not associated with the microeconomy, such as class historians and community meeting facilitators.

Students apply for these leadership roles at the beginning of the year; the guides assign the roles after reviewing the applications. Besides the strength of the applications, other criteria include the student's skills and strengths, the commitment to the work that was demonstrated the previous year (through community work as well as job shadowing), and the guides' sense of what will be the best opportunity for valorization for each student.

These roles are reviewed each term and students have the chance to switch and try different hats.

### Sample List of Adolescent Program Leadership Roles

- EMAS Market – Business Manager
- EMAS Market – Food Service Manager(s)
- EMAS Market – House Manager
  
- Market - Product Manager
- Garden Manager
- Garden Product Manager
- Pets Manager
- Museum of Machines Manager
  
- Class Historian
- Community Meeting Facilitator
- Classroom Manager
- Class Librarian
- Community Service Coordinator
- Peer Mediation Coordinator
- Technology Manager

## **8) Advisory**

### Rationale and Goals

The advisor meets with each advisee on a regular basis. This assists in the support/challenge aspect of the young adolescent's development. It may mean that the advisor checks a planner or assists with goal-setting follow-up or daily planning. It may also be a time to offer the affirmation and support necessary for progress.

Advisory groups meet twice each week (Monday and Friday) to address both individual and group concerns ranging from current events to stress management to concerns about the classroom.

The role of advisor includes serving as a resource and support for parents, as well. The advisor serves as the first point of contact for parents and ensures that parents are informed of any major issues regarding their child. Parents direct questions, concerns and communications related to their child to their advisor; advisors' direct questions, concerns and communications related to their advisees to the parents.

### Goal Setting and Sharing

Corresponding to each term of the school year, students identify at least one school-related goal they wish to work toward. The advisor, the student and the parents each keep a copy of the goal sheet.

At the beginning of each school year, students work with their advisor to set goals for the first term. A goal-sharing conference, attended by parents, advisor and student, gives all parties the opportunity to discuss the goal(s) and ways to work together as a team, to support the students and facilitate better communication between home and school.

To prepare for the goal-sharing conference, students work through the "Setting Goals and Making Plans" worksheet, brainstorming goals. Then they choose one school-related goal and complete "A Goal Setting Plan of Action" worksheet for that goal. Parents will fill out the "Goal-Sharing Conference Preparation Form for Parents" (see below). These forms will be shared and discussed at the conference.



## Conferences

Throughout the year, the guides produce evaluations of student's work and experiences in the classroom. Parents receive two written conference reports each year. These reports will be reviewed in person at conferences in winter and summer. Students are present and lead these conferences, along with their advisor.

Students prepare for these conferences by organising all their work from the term and selecting pieces of work they would like to share. Then they complete the "Preparing for Conferences" form and write notes to use in their conference presentation. They are encouraged to practice and role-play their conference presentation. Parents also complete a "Preparing for Conferences" form, which they return to the advisor before the conference.

## Schoolwork and homework support:

An important area of work in the adolescent program that is supported through advisory groups is homework. Generally speaking, homework refers to academic work. However, Montessori educators like to broaden the term: all work that is done at home is homework. It falls into two basic categories, for adults and children alike. First is the work we do for ourselves, to improve ourselves, to pursue our own interests and dreams. This work could be an extension of work done on the job or at school, or it could be an unrelated activity or hobby that is meaningful to us individually. The line between work and play can become blurred here, just as work the children do at school is often fun.

Students at the adolescent level are ready to add a layer of academic responsibility at home. They are expected to set aside time each week for homework. The amount of time will vary depending on the way the student manages his/her time at school and the time it takes an individual student to complete the work. In their role as advisors, guides in the Adolescent Program support students in using planners to record and manage their various commitments.

## Late work

When a student is struggling to meet a planned deadline, he or she must fill out a yellow sheet to turn in. The yellow sheet asks for an explanation of why the work isn't complete and for the student's plan to get it done. Yellow sheets are a way to hold students accountable and make advisors aware of problems meeting deadlines.



## 9) Microeconomy (Business Management)

*“The essential reform is this: to put the adolescent on the road to achieving economic independence. We might call it a “school of experience in the elements of social life.”*

### Rationale and Goals

Dr. Montessori clearly defined the most essential activity for participating in society as exchange: “Social life is not sitting in a room together or living in a city. It does not regard social relations. The essence is that something is produced which is useful to the whole of society and is changed for something else. Production and change, exchange, are the essence of social existence.”

She goes so far as to describe how what has been produced can be offered for exchange with the community: “A shop or store could be established in the nearest big town, and here the children could easily bring and sell the produce of their fields and garden and other things that they had made.”

Key elements of our Teens program include business management, community governance, and community service. The work of the microeconomy addresses the business management aspect of these considerations.

Student participation in the Microeconomy is done in with the following goals in mind:

- **Economic independence**
  - By participating in various businesses and responsibilities, students will gain personal knowledge of the time, energy, commitment, and considerations involved in operating a small business.
  - Personal money management contributes to economic independence. Students identify skills they possess and services they can provide for which others are willing to pay as a means of acquiring funds for future expenditures. By budgeting and tracking their progress, they exercise goal-setting skills and realize their ability to reach financial objectives.
  - Students will contribute toward class trip fees from personal earnings/funds.
  - Students will participate in a segment on personal money management during their maths classes.

- **Students working side by side with the adult**
  - Whether working in the garden, generating output in occupations, or creating new products, such as crafts for the market, students operate under the watchful eye of a guide. Business leaders work with the microeconomy guide to establish plans and goals for each business, identify processes and procedures, direct the operations of the business events, and record and report on financial progress. Students receive support in varying degrees as they develop the skills and assume greater responsibility for tasks.
  - Students will participate in various positions of responsibility in each class business, cooperating with business leaders and supported by adult guides.
  - Through the food service businesses and the adolescent program market, students experience the satisfaction of sharing with others the fruits of their labors.

### **Microeconomy Occupation**

At the beginning of the school year, students apply for leadership roles in the classroom and the microeconomy (The form is included). The team of guides reviews all applications and assigns roles based on the needs of each role and the strengths of each student and anticipated opportunities for growth.

The first project of the year is an occupation and microeconomy leaders work together as a group during this month. Students are introduced to the work as a social science and the use of scientific inquiry. They approach their individual roles with an observant eye and generate surveys and interviews to gather data to be used in making decisions about each business. They review existing business plans and job descriptions and, if necessary, create new plans and define job responsibilities. Existing operating procedures are reviewed and reworked to reflect the expected activities for the coming year. All leaders of the microeconomy are trained in record keeping procedures, cost analysis, and financial reporting so each member of a team can support the overall operation of the business. Visits to local businesses and “taste tests” help connect students to enterprises and entrepreneurs in the area.

The culmination of the month of planning is a “practise” Market. Market training for participants is on-the-job and craft skills are taught during community work time.

## **Overview of Businesses**

### **Market**

EMAS microeconomy revolves around the market, where produce from the garden and products from occupations, and student crafts are offered to the community. Our intention is that this on-campus market will participate in other local markets to further extend our relationship with the larger community. The market product manager and market business manager (student leaders) coordinate bringing products to the community once or twice a month and work with the microeconomy guide. Reports are made to the class twice a month.

### **Paddock (garden)**

A core element of this integrated experience and a major part of our farm component is the garden to table initiative. By exploring this “limitless field for scientific and historic studies” during an occupation three times each year, students are learning how to increase production and time plantings in order to meet customer demands at the market events. Daily observations in the garden connect students to the natural world in their suburban setting: the variance in weather conditions, the development of the animal families, the change in uncultivated vegetation.

The rigors of digging in the soil, planting, tending, harvesting, weighing, selling, reaching out to the community for support and resources, recording and reporting are managed by the student garden manager and the microeconomy guide (or garden guide, if those two positions are different) working side by side.

## **Staff Structure and Role of the Adult**

In addition to the foundation work completed during the first occupation project, business leaders meet with the microeconomy guide on a weekly basis for 40 minutes. During this time schedules are checked, plans are reviewed, calculations verified, procedures are modified (if needed), and reports are presented.

At the beginning of each term, managers receive individual guidance and support in understanding the responsibilities of their position. This includes step-by-step execution of written procedures, creation of order processing spreadsheets, cooking techniques, storage of product, set-up and clean up, cash counting and reporting.

As the year progresses managers are better able to perform the tasks without direct supervision, but always with adult support. Opportunities to encounter challenges and identify solutions present themselves frequently and support is offered when requested or absolutely essential to provide a safe learning environment. Not every event meets expectations. Some lessons are learned the hard way.

All processes are reviewed, cash recounted, reports edited, and events debriefed by the microeconomy guide. Suggestions for improvement are recorded by the managers and used to plan for upcoming events.

During community work time, managers oversee work on their business: shopping, order processing, advertising, food preparation, product creation, packaging, recording, and reporting. Presentations are shared with the class and decisions that require the entire class opinion are discussed and voted upon.

The microeconomy guide assesses student leaders' individual performance on an ongoing basis, sharing acknowledgements and recommendations for change individually during the weekly meetings. A written assessment of overall performance is included in the conference reports.

## **Appendix B: Mentoring Observation Forms**

### **Mentoring Observations**

For: \_\_\_\_\_ From: \_\_\_\_\_

Week of: \_\_\_\_\_

Fulfilling job responsibilities

Engaging and supporting all students in learning

Creating and maintaining effective environments for student learning

Relationship with students and advisees

**Mentoring Observations, p. 2 of 2**

Supporting students' independence and responsibility

Understanding and organizing subject matter for student learning

Planning instruction and designing a variety of learning experiences for all students



Assessing student learning and giving feedback to students

Helping students develop their core skills



## **Appendix E: End of Project Evaluations and Rubrics**

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Project Group: \_\_\_\_\_

Guide: \_\_\_\_\_

### Occupations Post-Project Self-Evaluation

**Reflect on each of the following questions. *Your responses should be thoughtful and complete.* Write your answers on a separate piece of paper, in final form.**

Describe your level of engagement with the work of this project.

What aspects of your work in the project are you pleased with?

What would you have changed or improved?

How actively did you pursue solutions to challenges?

How well did you manage the workload?

How well did you stay organized, meet deadlines, etc.?

What new knowledge did you acquire?

What skills did you improve in the course of the project?

What skills still need work?



Student: \_\_\_\_\_

Date: \_\_\_\_\_

Project: \_\_\_\_\_

Guide: \_\_\_\_\_

### Humanities Post-Project Self-Evaluation

**Reflect on each of the following questions. *Your responses should be thoughtful and complete.* Write your answers on a separate piece of paper, in final form.**

Describe your level of engagement with the work of this project.

What aspects of your work in the project are you pleased with?

What would you have changed or improved?

How actively did you pursue solutions to challenges?

How well did you manage the workload?

How well did you stay organized, meet deadlines, etc.?

What new knowledge did you acquire? How did your understanding of “the human story” change or develop through this work?

What skills did you improve in the course of the project?

What skills still need work?

End-of Project Summary Evaluation Form

Project

Name:

Guide:

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Engagement	Engages fully in the work; initiates learning opportunities; tackles challenges with persistence and dedication	Works independently; works through most challenges that arise; stays focused	Participates in the work; works through some challenges; may have difficulty staying focused	Does not participate or attempt to work through challenges; student may distract others
Work Management	Meets all deadlines; organizes work effectively; works productively in class	Meets most deadlines; works in an organized manner; uses class time well	Has difficulty staying organized or meeting deadlines, but does complete all or most work; needs reminders to use class time well	A significant amount of work is incomplete; disorganization impedes learning; does not use class time well
Concepts	Demonstrates thorough, in-depth understanding of concepts	Demonstrates clear understanding of most concepts	Demonstrates understanding of some concepts	Demonstrates limited understanding or misunderstands most concepts
Skills	Demonstrates exceptional skills in carrying out the work of the discipline; produces excellent-quality work	Correctly uses skills appropriate to the discipline; produces good-quality work	Is developing the skills needed to complete the work correctly; work meets basic requirements	Has not demonstrated the skills necessary to complete the work correctly; work does not meet basic requirements

**Contributions to Group Work:**

**Individual Work:**

**Quiz:** Total correct out of possible N points

**General Comments:**



Adolescent Progress Report proforma – actual reports are completed on  
Transparent Classroom

Student: \_\_\_\_\_ Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

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

*Maria Montessori*

Citizenship: <b>Individual in relation to society</b>	1 <sup>st</sup> Trimester		
	Usually	Sometimes	Rarely
<b>Student demonstrates a positive attitude.</b>			
<b>Student is kind and gracious toward others.</b>			
<b>Student demonstrates leadership in class activities.</b>			
<b>Student takes an active role in the work of our community.</b>			
<b>Student works cooperatively in groups.</b>			
<b>Student communicates effectively.</b>			
<b>Student exercises self-control within the learning environment.</b>			
Days tardy: _____	Days absent: _____		

Academic s	Humanities			Occupations			Language			Mathematics			Spanish		
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
<b>Engagem ent</b>															
<b>Work Managem ent</b>															
<b>Concepts</b>															
<b>Skills</b>															



Format for Conference Packet Project Summaries

(Project title) (Subject) Summary, (Trimester) (Year)

**Guide:**

**Overview:**

**Lessons/Presentations:**

**Activities/Investigations:**

**Individual Student Investigations:**

**Skills Worked On:**





### Research Paper Rubric

Student Name: \_\_\_\_\_

Project: \_\_\_\_\_

Project Guide: \_\_\_\_\_

Date: \_\_\_\_\_

Topic: \_\_\_\_\_

	Excellent	Good	Developing	Not Yet
Ideas and Content	Paper has clear purpose and is focused on supporting the thesis. Content is excellent and supported by research from several kinds of sources.	Paper supports the thesis. Content is supported by research from several sources.	The paper presents information from research, although the thesis is unclear or not fully supported by details.	It's hard to tell the main point of the paper. There is no clear thesis; research may be all from one source or details may be inaccurate.
Organization	The order of the topics helps readers build an understanding of the paper's subject, and transitions lead smoothly from one topic to the next. The introduction draws readers in and the conclusion sums up the information well.	The topics of the paper are arranged in an order that makes sense, and transitions are used. The introduction and conclusion are relevant to the topic.	The topics the paper addresses may not be arranged in a logical order or may be lacking transitions. Introduction and conclusion are present.	Topics are jumbled together, not separated into clear paragraphs, or the paper may be arranged using captions instead of written transitions. Introduction and conclusion are not easy to notice.
Voice	The writing is confident, professional and appropriately formal without being boring. The writer's interest in the topic shines through.	The paper is mostly written in a formal voice that is appropriate to the topic. The writer's interest shows throughout most of the paper.	The tone may be too dry or too conversational. Occasional jargon or slang may distract the reader from the paper's subject.	The writer seems bored with the topic or the paper is written in very informal language. Readers must work to pay attention.
Word Choice	Excellent vocabulary provides vivid images and clear meaning.	Appropriate vocabulary conveys the purpose of the paper.	In some places, words may be used unclearly or incorrectly. Images are not as clear as possible.	Writer does not use appropriate, clear language. Incorrectly-used words distract the reader.
Sentence Fluency	Sentences are clear, correct and graceful. Variations in sentence structure make the paper interesting and show the connections between ideas.	Sentences are generally clear and readable, and different sentence structures are used.	There may be some run-on or choppy sentences. With careful reading, the meaning of the sentences becomes clear.	Confusing sentence structure keeps the reader from understanding clearly. It may be difficult to tell where sentences begin and end.
Conventions and Presentation	Only the pickiest editors will spot errors. Sources are correctly cited; punctuation is correct; the use of conventions supports the meaning and voice of the paper. Bibliography is correctly formatted.	The paper contains minor errors that are easily overlooked. Sources are cited, although the format may not be exactly correct. Bibliography is correctly formatted.	The paper contains noticeable errors, although a reader can still easily make sense of the writing. Sources may not be cited, or bibliography format may not be correct.	Frequent, distracting errors slow the reader down or make the paper hard to understand. Sources may not be cited; bibliography may be incomplete or missing.

**Oral Presentation Rubric**

Student Name: \_\_\_\_\_

Project: \_\_\_\_\_

Project Guide: \_\_\_\_\_

Date: \_\_\_\_\_

Topic: \_\_\_\_\_

	Excellent	Good	Satisfactory	Not Yet
Ideas and Content	Speech has clear purpose and is focused. Content is excellent and supported by details. Research sources are cited when necessary.	Speech has clear purpose and is focused. Content is adequate and has some detail. There is some support from outside sources.	Purpose of the speech is understood but not fully developed. Content is acceptable; lacks detail.	Purpose of speech is not understood. Content is minimal. No supporting details are provided.
Organization	Speech is organized logically for the topic. Excellent introduction, conclusion, and transitions are provided. Pacing is effective. Speech is easy to understand.	Introduction and conclusion are present and relevant to the topic. Transitions are used. Pacing is mostly effective.	It is possible to notice an introduction and conclusion. Some transitions are used. Pacing may be lacking.	Introduction and conclusion are not easy to notice. No or few transitions are used. Inappropriate pacing.
Speaking Skills	Poised, clear articulation; proper volume; steady rate; good posture and eye contact; enthusiasm; confidence.	Clear articulation but not as polished; the presenter speaks clearly and makes some eye contact.	The presentation is generally audible, but has several of the following problems: mumbling, little eye contact, uneven rate, lack of expression	Inaudible or too loud; no eye contact; rate too slow/fast; speaker seemed uninterested and used monotone
Visual or Creative Component* *If using Power Point, see separate Power Point Rubric	Visual or creative component enhances presentation and shows depth of understanding; beautifully designed and executed.	Visual or creative component supports the presentation and is well-crafted.	Visual or creative component is present and relates to the topic. It may be sloppily made or poorly rehearsed.	No visual or creative component; or visual/creative component does not relate to the presentation.
Time Requirement Expectation: _____ This presentation was _____ long.	Presentation comes within 10 seconds of the time requirement.	Presentation comes within 30 seconds of the time requirement.	Presentation comes within one minute of the time requirement.	Presentation does not meet time requirement.

Rubric for Power Point – Visual Component for Oral Presentation

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Power Point Title: \_\_\_\_\_

	Excellent	Good	Satisfactory	Not Yet
Slide Choice	Slides are carefully chosen to enhance all main parts of the information presented; stand-alone images are used effectively.	Number of slides is limited to ones that enhance the presentation of information; stand-alone images are used appropriately (charts, pictures, graphs, diagrams).	Number and choice of slides are acceptable; some stand-alone images are used.	Slides do not enhance the presentation of information, are excessive, too limited, or not well chosen; stand-alone images are not used.
Text	Text is appropriately limited and is organized/ formatted in a way that conveys additional information.	Text is limited to pieces of information and/or phrases rather than complete sentences (with the exception of quotes).	Text is mostly limited to phrases.	Text is mostly complete sentences.
Composition	Slides are well designed, informative and visually appealing.	Slides are effectively designed in terms of amount of information and visual appeal (include “white space,” images balance and enhance text).	Slides are less than effectively designed, either in terms of amount of information or overall visual appeal.	The amount of information on slides is excessive and the visual composition is cluttered.
Effectiveness of Communication	A consistent format, font size and style, and complementary background all enhance the legibility of text and the effectiveness of communication.	There is consistency in format, font size and style are effective, background supports legibility of text, special effects are used appropriately.	There is some consistency in format, font size and style are appropriate, background may interfere with legibility of text, special effects may be overused.	There is no consistency in format, font size and style may be ineffective, background may interfere with legibility of text, or special effects may be distracting.
Presentation	See Oral Presentation Rubric			

### Dramatis Personae Assessment

Name: \_\_\_\_\_ Character: \_\_\_\_\_ Guide: \_\_\_\_\_

	<b>Exceptional</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>
Written			
	Includes a depth of information that demonstrates significant learning	Includes relevant, accurate information on the topic of study	Lacks information or information is inaccurate
	Uses style, tone and language to powerfully express the character and make the audience care about the character	Effectively expresses the character (style, tone, language, etc.)	Fails to use language in a way that expresses the character appropriately
Presentation			
	Poised, clear articulation, proper volume, steady rate, good posture and eye contact, enthusiasm, confidence	Spoken clearly, appropriate rate and volume, eye contact	May be mumbled or inaudible; may be delivered too fast or too slow to be easily understood; lacks eye contact
	Character comes alive on stage, transporting the audience to another time and place	Monologue is given in character	Monologue is not given in character; student seems like him/herself on stage
	Costume and/or props enhance the characterization and reflect careful selection with attention to detail and historical accuracy	Costume and/or props add to the characterization	Costume looks hastily thrown together or no costume/props are used

**Timeline Rubric**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Timeline Title: \_\_\_\_\_

	<b>Excellent</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Not Yet</b>
<b>Item Choice</b>	Evidence of care taken in choosing items (either most significant, or revealing some pattern, or showing cause and effect relationship)	Items meet criteria of assignment; few or no inaccuracies	Includes required number of items; some inaccuracies	Does not include required number of items
<b>Depth of Information</b>	Includes five or more written and/or visual details that enhance the reader's understanding of the event and the time period as a whole	Includes written and/or visual details explaining at least five significant items	Includes written and/or visual details explaining at least two significant items	Does not include details beyond names and dates of the events included
<b>Scale and Sequence</b>	Scale consistent and accurate; very appropriate for subject matter; all items in sequence with care taken on placement within increments	Scale consistent, accurate and appropriate; items in sequence; increments marked	Scale roughly drawn; a few items out of sequence; increments marked	No apparent scale; numerous items out of sequence; time increments not marked
<b>Mechanics</b>	Flawless	Few mechanical errors	Some errors in spelling, identification or dating	Many errors in spelling, identification or dating
<b>Presentation</b>	Visually striking; attention apparent to making time-line an effective tool for communicating information	Clear, uncluttered, and attractive	Legible	Illegible or messy

**Poster Rubric**

	<b>Excellent</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Not Yet</b>
<b>Written Information</b>	Poster includes relevant, interesting, in-depth information beyond what is required.	All required information is included, with good details.	All required topics are addressed; information is accurate.	The poster is off topic or does not include the required information; information may be inaccurate.
<b>Visual Information</b>	Original maps, graphs, and/or pictures add beauty as well as information to the poster. Each has a caption that explains its significance.	Poster includes relevant maps, graphs, and/or pictures that help convey information. Visuals are captioned.	Maps, graphs or pictures are included. They may not be captioned, or they may not fully support the main topics.	Maps, graphs, or pictures are not included or do not relate to the topic.
<b>Visual Appeal and Organization</b>	Clear, appropriate title; thoughtful layout; effective use of color, size, and white space; poster is beautiful.	Poster has title; information is laid out logically; poster is carefully crafted.	Poster is titled; some attention has been given to making it look nice and making the information flow.	Poster is missing a title or is messy and looks hastily put together. Information may be laid out randomly.

**Persuasive Essay Rubric**

	Excellent	Satisfactory	Not Yet
Reasons	At least three distinct, good reasons support the assertion.	At least three separate reasons are given.	The reasons given are vague or restatements of the same idea, or fewer than three reasons are given.
Evidence	Several kinds of evidence support the reasons: statistical, factual, anecdotal, or statements from authorities. Statistics and facts are stated clearly and specifically, and their sources are cited.	Each reason has evidence to support it, although some might be vaguely worded or unconvincing.	Evidence for each reason is not provided, or the evidence provided is vague, unreliable, or based only on personal experience.
Essay structure	The essay has a clear introduction, body and conclusion and is logically organized into well-written paragraphs.	The essay may not have a clear introduction or conclusion, or the paragraphs may not be well constructed.	The essay is confusing in structure. Paragraphs run together or different ideas are not clearly separated.



**Map Rubric**

	<b>Excellent</b>	<b>Good</b>	<b>Developing</b>	<b>Not Yet</b>
<b>Information</b>	The map fulfills a clear purpose and communicates information clearly. It synthesizes information found through research from numerous sources.	The map has a clear purpose. It presents information found through research in more than one source.	The map presents information, although its purpose is unclear or the information may not be clearly communicated. It may show information copied from a single published map.	The map's purpose is unclear, or it fails to show information related to the research topic.
<b>Mapping Conventions</b>	The map is oriented properly toward north with a compass rose. The scale of miles is appropriate, labeled, and consistently used. The map contains a key or legend in which all symbols are explained.	The map is oriented properly toward north. The scale is appropriate and consistently used. A key or legend is included.	The map may be poorly oriented, may not use a consistent scale, or the legend may be inaccurate or missing.	The map is not properly oriented toward north; it does not use a scale or incorporate a legend.
<b>Visual Appeal and Organization</b>	Clear, appropriate title; neatly drawn, labeled and colored; map is beautiful.	Map has title and is neatly drawn, labeled and colored.	Map is titled; some attention has been given to making it look nice.	Map is missing a title or is messy and looks hastily drawn.

## **Appendix F: Community Meeting**

### Guidelines for Community Meeting

Speak honestly.

Listen to others. Avoid private discussions while someone else is speaking.

One person speaks at a time.

Limit your speaking time. This assures that everyone has a chance to be heard.

Keep the focus on the topic at hand.

No personal attacks.

No hidden agendas.

## Consensus Decision-Making

**Consensus.** A method of decision making which attempts to reach a conclusion satisfactory to all participants in the decision through discussion and compromise.

**Status quo.** “The way things are.” This is the current policy in the class. It does not have to be voted on.

**Proposal.** A measure to be considered. If passed, it replaces status quo.

**Stack.** A schedule of speakers. When someone raises her hand, you put her “next on stack;” that is, she is going to speak in the order in which she raised her hand.

**Clarifying question.** In a discussion, someone may wish to clarify something that has been said. In this case, that person will make the appropriate hand-signal. You should move clarifying questions to the top of the stack.

**Direct response.** The appropriate hand-signal for a direct response indicates that a factual error has been made which the person signaling would like to correct. You should move direct responses to the top of stack. Direct responses are to be used *only* for factual corrections, and the person who made the supposedly-incorrect statement must give permission in order for a direct response to take place.

**General feelings.** When you want to know how the class stands on a proposal, you ask for general feelings. The class will indicate their feelings with hand signals. If mostly thumbs up, this is positive. If mostly thumbs up and some sideways, this is mixed-to-positive. If mostly sideways, this is mixed. If mostly sideways or thumbs down, this is mixed-to-negative.

**Straw poll.** This is not a decision-making process, but rather another method of determining where the class stands at present on an issue. Usually uses raised hands rather than thumbs-up/-down.

**Strong concern.** Someone may wish to voice one of these after a decision about the proposal. You record it and it is taken into consideration when the proposal is carried out.

**Major objection.** Someone may wish to voice one of these after a decision on a proposal. If so, the proposal is blocked. You may need to move to reconciliation committee. Major objections must be made within 24 hours of a proposal’s passage, either at the discussion or through direct communication to Community Meeting Facilitators.

**Reconciliation committee.** When a major objection is voiced over a positive vote on a proposal, the objector, the student who made the proposal, the Community Meeting Facilitators, and a guide (as impartial mediators) should have a private discussion on ways to compromise such that the situation is resolved in a manner satisfactory to all.

Consensus is tricky. The following process is an approximation of the steps you will take in a discussion. It may not always go this way; don't worry.

**Introduce the topic** of discussion. Give any relevant information and suggest considerations to keep in mind.

**Open stack** on the issue. Keep stack, take notes on discussion and proposals made. Invite opposing viewpoints if the discussion is all leaning one way.

**Articulate points of consensus** when you sense that the group has an area of agreement. Check for agreement from the group.

If there are so many good proposals that voting seems called for, take general **feelings on closing stack**. Once that passes, ask if anyone wants to **jump on stack**. That's their last chance. (Unless someone wants to reopen stack, in which case you take general feelings and, if it passes, return to step 2.)

Summarize the proposals and **take general feelings** on all.

If conflicting proposals pass, move to **approval voting**.

Once something has passed, ask for any **strong concerns or major objections**. Note these; they must be received within 24 hours of the proposal being passed.

Hopefully, the issue is **resolved**. Good job!

If there are major objections, the proposal will not pass. If parties feel strongly about the proposal passing, you should set up a **reconciliation committee**. Either the proposer will withdraw the proposal, or a new proposal will be entered; otherwise, the issue ends.

**Try** the whole process **again** with the results of the reconciliation committee.

An important matter to bring up with your class is that of hand signals and their interpretation. Make sure that everyone is on the same page; feel free to make up your own. Tell your membership how you will be determining what passes and does not pass. Here are the usual interpretations of the hand signals used in discussions.

**thumbs-up**: I heartily approve! OR that seems okay. OR I don't like it, but I can live with it.

**thumbs sideways**: I strongly dislike this.

**thumbs down**: No way! I have serious objections to this.

**closed fist**: I abstain.

**raised hand**: I want to talk. Put me on stack.

**c-shaped hand**: Clarifying question. Must be a real, fact-based question, not a facetious rhetorical.

**d-shaped hand**: Direct response (must be accepted by the original speaker.) Only applies to factual statements, not opinions.

**fist, knocking**: A silent form of agreement.

**one finger up**: procedural point. used when a member wants to make a correction to the process of consenting.

## **Community Work Tasks**

Turn compost

Laundry

Recycling

Empty bins

Coffee Corner

Market

Gardening

Duck cleaning and care

Rodent cage cleaning

Pick up sticks in paddock

Gravel maintenance

Clean the bus



## **Appendix G: Student Leadership**

**Leadership Role Application Form  
(date) School Year**

Name: \_\_\_\_\_

***For which leadership roles are you applying? List your choices in order of preference.***

Please respond to the following questions on a separate piece of paper. Do this for each of the roles you are applying for:

1) Why does this position interest you?

2) What previous experience have you had with this work or related work?

3) What other skills, knowledge or interests do you bring to this position?

4) What aspects of this position would be challenging for you? What is your plan to meet these challenges?

**Please write legibly and in complete sentences, and submit on (date).**

### **Job Description – Market Manager**

The Market Manager is responsible for the set-up of the stall and managing the event. This person will collaborate with the Business Manager and the Food Manager to create a shared vision of the business and its focus. Specific duties include:

- Creating forms and menus that will be used the day of the event
- Directing students in stall set-up
- Designing & directing decorating that reflects the theme
- Creating accurate, attractive, and useful signs for the stall
- Overseeing staffing of all positions
- Supervising serving staff
- Customer service the day of the event – including acting as host or hostess, dealing with any problems that occur and receiving graciously all complements
- Organizing and supervising clean-up of classroom

### **Job Description –Business Manager**

The Business Manager is responsible for managing all the financial matters, advertising, and promotion of events. This person will collaborate with other managers to create a shared vision for any given event. Specific duties include:

- Collecting and verifying order forms and payments
- Generating shopping list for supplies
- Addressing customer service issues related to financial matters
- Advertising events to community using website, flyers, posters, and signs
- Maintaining detailed records of cash on hand, money spent, and money earned
- Calculating prices for items sold based on cost and projected profit margin
- Creating monthly financial statements
- Collecting, recording, and reporting the financial status of the business to the class



## **Food Manager**

The Food Manager is responsible for overseeing the purchase, preparation, and serving of products at Market or other events. This person will collaborate with the Business Manager to create a shared vision of the business and its focus.

Specific duties include:

- Inventorying supplies and food items
- Generating shopping list for food items
- Purchasing all necessary supplies
- Staffing the distribution of food the day of the sale
- Preparing and distributing food to customers
- Facilitating clean-up after the sale

## **Job Description – Market Product Manager**

The Market Product Manager is responsible for overseeing and coordinating production of items to sell. In addition, products from the garden will be supplied to the Market Product Manager for packaging, presentation, and sale. This person will collaborate with the Market Business Manager to create a shared vision of the business and its focus.

Specific duties include:

- Oversee set-up of market venue on selected dates
- Verify labeling of products follow guidelines required as appropriate
- Present products in an attractive manner
- Create clear, informative, and attractive signs
- Interact with customers in a friendly and gracious manner
- Oversee break-down of market and return all products, signs, and tables to appropriate storage

### **Job Description - Garden Manager**

The Garden Manager is responsible for maintaining the garden throughout the year. The Garden Manager will oversee planting, watering, and soil fertilization.

- Monitor garden conditions including water, weeds, pests, and disease.
- Monitor health of soil throughout the year and adjust and add amendments when necessary.
- Monitor weather and check beds to make sure they maintain appropriate level of moisture.
- Oversee fertilization schedule for the garden.
- Weigh and record anything harvested in the garden.
- Work with the garden guide to plan and record bed usage according to season and succession of plant families.
- Keep tool shed organized.
- Attend Market events as the garden representative and handle garden sales.
- Coordinate advertising with Market Business Manager (prices, products, information on products)
- Price products for sale at market based on costs and projected profit margin determined with Market Business Manager.
- Submit all garden expenses and income to Market Business Manager.

### **Job Description—Class Historian**

The Class Historian is responsible for documenting the activities of the class and supervising the construction of the yearbook. Specific tasks include:

- Writing Adolescent Community Notes each week to give parents an inside view of what's going on in the class.
- Checking out the class camera and taking pictures to document class work, activities, and all aspects of life in the adolescent community, including sports and extra-curriculars.
- Downloading and organizing the pictures in folders on the W:\ drive.
- Being in charge of all aspects of the production of a class yearbook, including design, organization, printing, finance, and distribution.

- Creating a photo album of pictures of special events from the year.

Other opportunities include:

- Writing articles for the newsfeed.
- Creating photo displays in the hall that highlight activities in the adolescent program.

The Class Historian must be able to commit to producing a page's worth of reporting every week. This work can occur during community work on Wednesday afternoons or at another time. In addition, a good Class Historian will be able to commit to reporting and photographing events outside of class hours. In the second half of the year, creation of the yearbook will occupy much of community work—and potentially other work time as well. It is a significant effort.

A good Class Historian will be skilled at writing and have an entertaining narrative voice. They should have a good sense of what is going on in many different areas of the community (athletics, academics, art and music, community service, and more) or at the least be enthusiastic about investigating these things on a weekly basis. An interest in scrapbooking is a plus.

### **Job Description—Community Meeting Co-Facilitators**

Community Meeting is a weekly opportunity for the members of the adolescent community to get together, share community news and information, work toward solutions to issues that affect the whole class, and make group decisions. The class uses different decision-making processes for different kinds of decisions but strives to reach consensus whenever possible. Opportunities for thorough discussion are an important aspect of decision-making even when the final decision is made by a vote. The Community Meeting Co-Facilitators manage community meeting in order to make space for each community member's voice and to help the class arrive at decisions that everyone can support.

The Community Meeting Co-Facilitators are responsible for posting the agenda of the meeting and removing it the day before the meeting (no late agenda items). They allot time for each issue on the agenda within a reasonable framework and make the student proposing the issue aware of the time frame. Community meeting agendas should include the following:

- Business reports
- Community issues
- Community decisions

Community Meeting Co-Facilitators are responsible for facilitating each week's meeting within agreed-upon guidelines for recognizing speakers and making decisions. They need to gain familiarity with our class's consensus process and with the voting methods our class uses: The Community Meeting Co-Facilitators will carry out their responsibilities by alternating in the lead and supporting roles.

The Community Meeting Co-Facilitators are responsible for keeping accurate minutes of the business and proceedings of each meeting, including announcements, issues discussed, proposals, whether or not each proposal was passed, strong concerns, and major objections. These notes should be carefully kept in a bound notebook for safe-keeping and for reference when questions occur regarding decisions made or procedures agreed upon by the class. The notes should be kept in a central location and shared with teachers/students as needed.

The Community Meeting Co-Facilitators are also responsible for following up on decisions made by the class to make sure they are implemented in a timely fashion.

### **Job Description—Community Service Coordinator**

The Community Service Coordinator is responsible for identifying and organizing service activities for the adolescent class. This includes service at school, in the immediate neighborhood and in the larger Edinburgh area. Specific duties include:

- Create the list and organizing the community work tasks for afternoon community work time, including determining and managing the method by which the students sign up for work tasks.
- Serving as the point person for work requests from school staff and community members.
- Communicating with neighbors and organizing work tasks to help them with needs they have
- Identifying community service opportunities in the Edinburgh area, communicating with these organizations and with classmates
- Schedule service activities, based on student interest, and make all of the arrangements, including transportation, equipment/supplies needed, etc.

- Keep a record of all service work (including weekly community work sign-up sheets) and contact people.

## Job Description—Classroom Manager

The Adolescent Program Classroom Manager is responsible for developing guidelines and procedures for housekeeping chores, as well as the coordination and supervision of these tasks. Further responsibilities include:

- In the afternoons, confer with adults to ensure housekeeping jobs are being done properly.
- Report any issues pertaining to clean-up at community meeting or to a teacher, if necessary.
- Rotate the job assignments every week and post the new job lists.
- Keep an inventory of cleaning supplies and add needed supplies to the shopping list.
- Maintain cleaning equipment.
- Shop for class supplies. This includes managing the shopping list, scheduling transportation and going shopping once each month on Wednesday afternoon during community work time.
- Making arrangements for classroom repairs – anything that needs to be fixed.
- Change the lunch table seating arrangement every week.

Once per trimester, the Classroom Manager is responsible for organizing a major room cleaning. This will include (but is not limited to) cleaning:

- phones
- windows
- baseboards
- whiteboards
- refrigerator
- kitchen cabinets and drawers
- book shelves and display areas (with everything removed)

The Classroom Manager will also be responsible for helping to coordinate student involvement in the classroom supply budget.

The Classroom's Manager's work will occur partly during community work on Wednesday afternoons but will require a constant attention to the items for which they are responsible. A good Classroom Manager will be organized, punctual, and have a keen sense of what needs taken care of in the environment.

### **Job Description - PE Representative**

The PE Representative has many responsibilities related to handling and organizing parts of the sports program at EMAS. This includes supporting sports choices, researching transportation, recording expenses and fees paid, and more. Every Wednesday afternoon, check in with the PE advisor to see what has come up that needs to be done.

### **Job Description—Facilities Manager**

The Facilities Manager is responsible for scheduling and coordinating activities that take place in the adolescent classroom space outside of regular school hours. Specific responsibilities include:

- Keep an accurate sign-out sheet for the adolescent space.
- Create guidelines for acceptable use of the space.
- Set up any materials that might be needed by the user (projector, screen, whiteboards, etc.) and rearrange the room as needed.
- Follow up on any issues pertaining to the use of the room.
- Maintain kitchen equipment and event supplies (audio/visual equipment, tablecloths, dishes, serving trays and utensils, garbage bags, etc.), repairing and replacing items as needed.

The Facilities Manager is also responsible for maintaining the calendar of events in the classroom. He/She will check in with the teacher/advisor on a regular basis and read Adolescent Community Notes each week, update the calendar with additions or changes, and make the class aware of these changes by means of an announcement.

## **Job Description—Peer Mediation Coordinator**

EMAS conflict resolution procedures include the use of mediation as a tool for resolving conflicts between students. The adolescent program would like to institute the opportunity for younger students (upper elementary) to work with adolescent mediators rather than teachers or assistants when they have a conflict to resolve. The Peer Mediation Coordinator's duties will include:

- Gathering the names of adolescent program and upper elementary students interested in being mediators
- Scheduling and attending a peer mediation training (given by school staff) for student mediators
- Preparing and giving a presentation to each elementary class about what mediation is and how to request a mediation with an adolescent program or upper elementary student
- Creating a schedule of availability for the mediators so it's easy to set students up with a mediator right away
- Devising and maintaining a record-keeping system to keep track of mediations students have provided
- Meeting monthly (or more often as needed) with teens and upper elementary student mediators to see what is working well, what challenges they're facing, and whether the program needs to be modified or refined.
- Checking in monthly with elementary teachers to see what is working well, what challenges they've observed, and whether the program needs to be modified or refined.



## **Guiding Class Historians**

### Responsibilities of Class Historians

1. Recording class activities through photography throughout the year
2. Downloading, naming and organizing photographs each week
3. Writing weekly Adolescent Community Notes column to be emailed to parents
4. Creating a yearbook

#### 1. Recording class activities through photography throughout the year

-At the beginning of the year, have Class Historians create and teach the class a sign-out system for the class camera.

-Class Historians should take pictures of all kinds of events: class outings, meals together, community work time, guest speakers, seminars, special activities, extracurricular activities, microeconomy events (Pizza Day; Coffee Corner; Market), and the life of the class.

-It will be helpful to organize a meeting early in the year with a photographer (class parent?) who can give a lesson on how to frame and take really good pictures of people engaged in activities.

-At the end of the year, the teachers create a graduation slideshow featuring all the graduates. It is helpful to take lots of pictures of eighth years alone (not in group shots, etc.) that could be used for the slideshow.

#### 2. Downloading, naming and organizing photographs each week

-Give Class Historians a lesson very early in the year on how to download pictures from the camera onto the W Drive. They should only download good pictures (discarding those that are out of focus, really unattractive shots of people, etc.), and the pictures should be named in groups as they are downloaded. When you connect the camera to the computer using the cord in the camera bag, the software should walk you through it; try it out ahead of time so you can give the students a lesson.

- The students should create a folder called "Pictures (year)" and class pictures should be saved in it, organized into folders by subject (stream work, garden, individual shots, etc.) Emphasize the importance of maintaining organization. Names should reflect what is actually in the



pictures (don't download the whole memory card with one set of names). Pictures should always be saved in the appropriate folder.

-After downloading the pictures, delete all pictures off the memory card.

### 3. Writing weekly Adolescent Community Notes column to be emailed to parents

-The "Adolescent Community Notes" column is intended to give parents a window into what is happening at school each week. Notes could highlight a particular aspect of our class week (explaining community work time, for instance), give an overview of the week's activities, or go in depth into a specific project or experience. Students should work as journalists, asking questions of teachers and students to gain a deeper understanding of their topic rather than just writing what they already know. The journalism aspect of this job could be better developed—it would be worth inviting a journalist to talk with the students about how to do this! I suggest Dana Goldman, who freelances for WABE News. Her phone number is 404-805-0462.

-Class historians alternate the writing of Adolescent Community Notes. Establish a calendar and have each student (and you!) write in his or her planner which weeks he or she is responsible for. A draft is due Wednesday morning; you can give feedback for the student to rewrite during community work time on Wednesday afternoon. The student's job is complete after he or she shows you a final draft, gets approval, saves the document in the "Adolescent Community Notes" folder on the W drive (named by the day's date), and puts a sticky note on the Program Coordinator's desk to say it is done. This should be done by the end of the day Friday. The Program Coordinator will email the notes out on Monday.

### 4. Creating a yearbook

-At the beginning of the year, the Class Historians should develop and refine a list of pages they want to include in the yearbook. We generally limit our yearbook to 55 pages; with a smaller class, fewer pages are necessary.

-Encourage the students to make sure they get pictures of everything they want in the yearbook, and that they take pictures of everyone in the class—girls and boys, seventh and eighth years, their friends and the people they're not as close to. The yearbook should represent the whole class.



-The yearbook should be soft cover, spiral bound, and can be printed in full color. (Making a hardback yearbook is complicated and costly.) Toco Instant Printing, located across North Druid Hills Road from the Toco Hill shopping center, has handled our yearbook printing for a cost less than \$20 per book. I recommend sticking with them. The students should call and ask what a reasonable turnaround time is so they can establish their deadlines. Usually they will turn the yearbook around for us in a few days; we can turn in our PDF files Monday and get the yearbook Thursday afternoon of graduation week. Yearbooks are handed out first thing Friday, the last day of school.

-One computer has the yearbook software on it, Scrapbook Factory Deluxe. It is fairly intuitive to use. The historians can create separate documents of 10 pages each. To take them to the printer, convert them to PDF files (it is an option in the program) and save them on a flash drive or CD.

-The students should make a schedule of which pages will be done when. They should probably start building pages in February and do a few each week until their deadline. Don't forget to leave time to proofread and make sure there are no typos or errors in the writing. It's helpful to have them divide up who will do which pages and give you a copy of the list; you can then check in each week to check off the pages each person has completed.

-Double check to make sure each student has a page (eighth years) or half page (seventh years) in the yearbook.



## Appendix H: Advisory and Conferences

## Adolescent Progress Report (year)

Student's Name:

Advisor:

### Citizenship: Individual in relation to society

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

*Maria*

*Montessori*

Citizenship	(1 <sup>st</sup> ) Trimester		
	Usually	Sometimes	Rarely
<b>Student demonstrates a positive attitude.</b>			
<b>Student is kind and gracious toward others.</b>			
<b>Student demonstrates leadership in class activities.</b>			
<b>Student takes an active role in the work of our community.</b>			
<b>Student works cooperatively in groups.</b>			
<b>Student communicates effectively.</b>			
<b>Student exercises self-control within the learning environment.</b>			



4. In what ways have you contributed to the class community?

5. What progress have you made toward the goals you set at the beginning of this cycle?  
What goals will you set for the new cycle?

**PARENTS OF ADOLESCENTS - GETTING READY FOR CONFERENCES**  
**(Date)**

**Your Name(s)** \_\_\_\_\_

Conferences allow parents, teachers and young adolescents to share information regarding the adolescent's growth and development. Gaining your perspectives helps us to prepare for this meeting and to make our time together more productive. Please share your reflections and questions below.

**Social Development:**

Describe your adolescent's opportunities for social interactions outside of school

Are there areas of social development where you see challenges for your adolescent?

**Emotional Development:**

Does your adolescent seem happy at school? At home?

Describe ways that you have seen your adolescent take initiative and/or responsibility.

In what circumstances do you see your adolescent engaged and fulfilled?



**Academic Development:**

In what ways do you see your adolescent being successful as a student?

Describe your adolescent's work and study habits at home.

Indicate ways in which you would like to see your adolescent focus his/her academic energy.

**Are there any issues you would like to touch on during the conference?**

**Other comments or questions?**

*Thank you for your time. We value your input and look forward to our upcoming conversation. If there are any issues you would rather discuss with your advisor without your student present, please let us know. Please return this form to your advisor prior to your conference date.*



Name: \_\_\_\_\_ Advisor: \_\_\_\_\_

Assignment: \_\_\_\_\_

Date given: \_\_\_\_\_ Date Due: \_\_\_\_\_ Class/Guide: \_\_\_\_\_

Do you have any of the work completed? \_\_\_\_\_

Reason you were not able to complete the assignment:

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What is your plan for completing this assignment? (Please be specific)

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Student signature: \_\_\_\_\_