Our written examinations give you the opportunity to demonstrate your understanding of the Montessori elementary program and your ability to communicate information clearly and appropriately in writing. The time allocation of 3 1/2 hours is intended to allow you to plan the answer, write and edit. You are permitted to leave the site to work and to refer to books and other resources.

Answers may be typed or handwritten legibly. Prepare your answer as if it is to be published and read by staff or parents at your school. Answers must be your own work and joint work is not permitted. Provide the specific source and reference for any quotes used. Write your answer on 8 1/2” by 11” sheets, with your name at the top of each page.

Before you hand in your paper, check the following:
- Proofread carefully for grammar and spelling.
- Write your name and the date at the top of this sheet, place a check mark next to the question you have chosen to answer, and staple this sheet as a cover to your answer papers. Do not add additional covers or sheet protectors.
- Make a copy of your paper.

QUESTION 2  Select one of the following:

a. Prepare for your first meeting with a new classroom assistant by writing Classroom Guidelines which will also given to classroom substitutes. Include an overview of the daily schedule and roles of staff, as well as ground-rules for behavior.
   In addition, write a short Job Description for the Classroom Aide position. (outline)
   OR

b. Prepare a detailed plan of activities for the first day of school this fall. You may plan for a specific class or imagine a new or returning class. Indicate the number of children at each age level. Note the time of day at least every half-hour. Note all materials you will need for each activity by you and by the children. Specify the role of your assistant or co-teacher throughout the day. Do not forget lunchtime! (outline)
   OR

   c. Prepare a detailed plan for a field trip. State the educational goals of the trip and include pre-trip and follow-up activities. Establish the roles of adults and children as well as any specific ground-rules. Remember permission slips and travel arrangements! (outline)
   
For MECR instructor use:

- Outstanding 100 pts  - Excellent: 90 pts  ✓ Very Good 80 pts  - Satisfactory 70 pts

- Return to student for revision

Comments:
Classroom Guidelines

Welcome to Casa Tolteca! In order to run a very smooth classroom, please take note of the following items. It is of utmost importance that we keep our standards high to ensure the students’ academic success as well as our own. I would like to emphasize that if you ever have any questions please don’t hesitate to ask.

- The classroom is to be kept neat and orderly at all times. Although we can’t expect the classroom to be at its neatest during work the work period, we will organize the shelves every morning before the children arrive and again after school. All papers and materials on shelves need to be kept up to date (clean copies and plenty of them!)

- If the teacher is in a lesson, the student may approach the assistant at any time to ask for help on projects, materials, etc. unless the assistant is in a lesson. If that’s the case, either the teacher or assistant will find the student and answer the question as soon as possible.

- We love to have guests in our classroom and would ask visitors and observers to please schedule ahead of time if and when possible with the teacher. One student, (the host or hostess) is in charge of making sure the guest is comfortable i.e. student shows guest to the observation area, offers them a drink and offers to hang coats, etc. Of course, if you are coming to observe your child, your child may be your host for the day.

- Visitors, please sit at a distance from the children when possible, unless of course approached by a child. We try to emphasize a “normalized” atmosphere and I myself try to stay out of their environment except when I am approached or need to intervene for a certain reason. This is to maintain a very tranquil learning environment where children are able to concentrate and work independently. Maria Montessori was an expert at observing children and she learned from the children that, if given a fully equipped environment, students would learn spontaneously and on their own. It’s truly an amazing experience to watch!

- We try to speak to each other in quiet tones in the classroom for the same reasons mentioned above to create a tranquil learning environment.

- Pets—if and when we have any classroom pets we will always treat the animal in a loving manner. Students may sign up to take the animal home over a break or long weekend. Instructions on pet care will be sent home with student and taken only with parent permission.

- Supplies—every child is to come prepared with his/her own school supplies. We will then share them in a communal way. Although everyone will have their own pencil boxes and colored pencils, all other supplies will be shared throughout the school year. Students are to ask for refills of supplies needed for projects only at the beginning of the work period everyday (i.e., pencils, colored paper, etc). We have classroom pencils materials that are always available during the day.

- Homework will be given out in the following order: Monday/Spelling, Tuesday/Math, Wednesday/Grammar, and Thursday/Other. Homework will be due the following week on the same day it is assigned i.e. Math is always due on Tuesday. This is mandatory for all second and third year students. All students will be expected to read for 20 minutes per night in addition, based on ability.
level. Students that are in the beginning stages of reading may use reading flash cards to count towards their 20 minutes or have a parent, friend or sibling read to them.

- On the first day of every school year students write rules together and everyone knows what to expect from themselves and others during the day. Although this is rare, if for some reason a student breaks a rule, he or she will write a brief summary explaining which rule was broken, and what measures will be taken to correct themselves. The student then writes a second copy. I receive a handwritten note and the other handwritten copy will be taken home to parents. This provides a sense of accountability to students and allows parents to be aware as well. Parents may follow through by generating a discussion at home of how the situation may have been handled differently. Only in extreme circumstances will I contact the parent and/or ask to sign the note and return it to school.

- Emergencies—because students in the lower elementary classroom are so fully alive with energy, small accidents are bound to happen from time to time. We have a nurse on staff. If a child falls for example, the nurse will immediately assess the child’s wound, fill out an accident report and consequently call the parents if needed.

- Substitutes—If I am absent in an emergency situation, please have students refer to their work lists and choose 4 works to do for the morning work period. Schedule of the day will remain the same except of course there will be no lessons. The third year students will be your best reference. Please ask questions as needed as they will be your guides.
Classroom Assistant: Casa Tolteca
Job Description

If you know some Spanish, love freedom, enjoy fun activities and love children this is the job for you! The role of the assistant is for someone who is very multi-tasked, creative, organized, efficient and can think on his/her feet! I expect the following:

Clerical
Able to type and use the following applications on the computer: MS Word, excel, print shop and the internet. Can copy, paste and select text to move to different documents.

Since there is lots of material making in the job, you will be required to spend a great deal of time copying, cutting, pasting and laminating. We are constantly making materials for classroom use so these skills will be used to the fullest!

Classroom Management
In the classroom I will be teaching the lessons for most of the morning, so all student questions will be directed to you. I will expect you to handle “challenging” situations that arise i.e. an argument occurs between friends, what do you do? Send them to the peace rug! (You will learn more about the flow of the classroom as time goes by). It will be very beneficial for me if you take on the role of manager while I am in lessons so I don’t get interrupted all morning.

I will train you on how to use all the classroom materials so that if a student has questions at anytime, you are equipped to handle it!

You will also be assisting me with checking homework. Every morning we will check homework during news time and if we work together, we will get it checked very quickly.

You will be required to read stories for kids from time to time and I encourage you to bring in interesting reading material. Reading to children is essential to their development at this age level.
Lessons
You will be eventually very used to watching me give lessons and I would like to encourage you to start thinking of topics that are of interest to you so that you may start developing materials and teaching lessons as well. Any and all of your ideas are important and I would like for you to have a strong voice in this classroom. It is important for the children that you are involved in their learning process as much as I am.

If I am absent for some reason, you will give lessons according to your comfort level.

Meetings
We will need to meet as a team every week (preferably Friday) because after all that's what we are! In our meetings we will discuss issues from the week, the upcoming week's lessons and start working on making materials for the upcoming weeks and/or projects.

Above all, it is important that we stay connected and on the same page and I encourage you to ask me lots of questions along the way. I am also a fairly new teacher so I am open to a lot of feedback! Above all else, I want us to create a comfortable, safe and effective learning environment for children to thrive and appreciate your help in making that happen.
Schedule of the Day

8:00-8:15  Circle time - students do chores, brush teeth and sit at the circle.  
3 students tell or bring in some kind of news item to share with  
the class per day. Announcements are given at this time. Sing songs, read  
aloud or discuss any items that need consideration

8:15-9:00  Group Lesson - all students stay at the circle and receive a group lesson  
from one of the following subject areas:  
Geometry  
Fractions  
Universe  
Geography  
Living World  
Art  
Second and third year students will remain for a bit longer for further  
instruction on work. Math and Language lessons are taught individually  
or in small groups throughout the morning.

9:00  Students take work lists out of black folder and begin choosing  
works/writing them on their lists. They get out their materials that they  
need to begin work.

9:00  Reading group 1 with me (M-W)  
9:30  Reading group 2 with me (M-W)  
10:00  Reading group 3 with me (M-W) Math groups on Thursday

10:30  Small group lessons on math and language  
Continue independent work period until 11:25 am

11:30  Silent Writing (topics to be discussed during reading groups)

11:45  Prepare for lunch - students clean up, heat lunches if necessary, wash  
hands and stand in line until 12:00. Lunch attendant (a designated student  
per week) will head to the lunchroom early to help set the table.

12:00-1:00  Lunch/Recess
1:00-3:00  **Spanish**-Students have total Spanish immersion class with Ms. Valerie. On Tuesday and Thursday, students go to dance at 2:15 and to violin at 3:00.

**Fridays are half days and will go as follows:**

8:00-8:15  **Circle time**-students do chores, brush teeth and sit at the circle. 3 students tell or bring in some kind of news item to share with the class. Announcements are given at this time. Sing songs, read aloud or discuss any items for the weekend of upcoming week.

8:15-9:00  **Group Lesson**-all students stay at the circle and receive a group lesson from one of the following subject areas:

- Geometry
- Fractions
- Universe
- Geography
- Living World
- Art

Second and third year students will remain for a bit longer for further instruction on work.

9:00  Students take work lists out of black folder and complete work lists. Students clean the room completely and either silent read or silent write until 9:45. (If weather is nice and the week has been productive, students may clean and finish early to go to DPL playground)

9:45  **Students to DPL** (Denver Public Library) 1st year students to check out 2 books with assistant’s help, 2nd and 3rd year students to check out the following books with my help:

- 1 chapter book to read at home during the week and complete a book report
- At least 1 research book
- A story book of their choice

10:30  Everyone to go to story time at DPL

11:00  Walk back to Escuela for lunch

11:30-12:30  **Lunch/Recess**

**Dismissal at 12:30**  From 12:30 to 4:00 this time will be used for teachers’ planning, organizing and meetings.