

## A General Guide to Observation in a Montessori Environment

We welcome your visit to our classroom. The parent observation is an opportunity for you to get a glimpse of what life is like in a Montessori classroom. This may be your first exposure to the Montessori experience, your first time at our school, or you may be here to find out more about your child's day. In order to give you as clear a picture as possible, we ask that you observe the following procedure. We also offer hints for observing and interpreting what you see. Please continue reading for specific guidelines on observing a Children's House (ages 3-6) or Elementary and Middle Grades (ages 6-14) classroom.

Observations may begin the fourth week of August.

Observations may be scheduled by appointment only. Please be on time and allow approximately 30 minutes observation time for each class.

Please note that classroom observations are for parents only. The number of adults per visit is limited to lessen the distraction in the classroom.

Please call the Casa Esperanza Montessori office at 855.9811x401 to schedule a classroom observation.

### **Your behavior as an adult and an observer while in the classroom:**

1. Please seat yourself where the classroom directress requests and become as unobtrusive as possible. Please refrain from moving about the room or hugging, kissing, or waving at children, including your own, while observing. If a child looks at you, smile and then casually divert your eyes so that it does not appear that you are observing him/her.
2. If children begin to speak to you, try not to engage them in conversation, but politely say to them, "Please continue with your work. I am here to see what your classroom is like when children are working."
3. Any child's behavior may be a reaction to your presence in the room. This is particularly true of your own child. Please observe the class as a whole. If your presence in the classroom causes any child to be overly distracted, a faculty member may request that you come back to observe next month when the children are more prepared for your presence.

### Summary Checklist of what to Look for in a Montessori Environment

1. Are the children involved and interacting with the materials? Are the majority of the children absorbed in what they are doing?
2. Are the children treated with respect?
3. Do the adults listen to the children?
4. Do the adults respect the child's work and encourage the children?
5. Are the learning materials easily available to the children? Do they seem appropriate?
6. Are the children working for their own satisfaction rather than external reward systems such as stickers, smiley faces, grades, etc?
7. Is some of the day spent on individual activities (those of the children's choosing) and some on group activities?
8. Are activities initiated by the children and by the directress or director?
9. How much do the children do for themselves and how much is done for them? Is independence fostered?
10. Is there a quiet hum of activity?
11. Do the children appear relaxed and secure?
12. Does the classroom environment appear attractive and orderly?
13. Is there a place for everything? Do the children put their work "back in its place?"
14. Does the appearance and manner of the directress or director suggest professionalism?
15. If you were a child, would you want to be in this classroom?

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## **A specific guide to observation in the Children's House Classroom**

When you enter the classroom, you will be shown to an adult-sized chair. Please be seated and wait for the teacher to speak to you. When you sit down, children may come up to you. Please try not to engage them in conversation. If children speak to you first, a polite "Hello" and a direct response as to who you are is fine; then quietly ask the child to return to work. The children understand that observers come to watch them working and they will understand your response in that context.

**If your own child cries or clings or is silly or ignores you completely, do not be surprised. Children respond differently to having their parents in the classroom than they do in the normal course of the school day or at home.**

The teacher will not be able to take time from her teaching duties to converse with you during or immediately after your observation. If questions occur to you while you are watching, please write them down. The teacher or administrator will be glad to answer these questions by telephone or in person. Please check with the front desk to set up a mutually convenient time to have your questions answered.

### **Some Hints on Observing:**

We have found it helpful to offer a guide to observing and interpreting the dynamics of the Montessori classroom. Many parents, upon first entering the environment when it is abuzz with children, feel overwhelmed by the diverse activities that are going on. The suggestions below are intended to be a focus point for your attention.

**Visual Perspective:** Try to observe in a context - alternate between a wide-angled view of the entire classroom and a focus on a particular child.

There is more to the Montessori classroom than the activities of one particular child. Naturally, the first tendency of parents is to focus and follow their own child's activities. First time observers may be attracted to one child or a group of the oldest or youngest children. **Auditory Perspective:** Listen to the noise level as it rises and falls. Try to see which groups or individual children are generating the sound. You will hear the normal hubbub of children being together and the special pitch of the children being excited about learning. At times there will be a special peak of excitement of discovery. See if you can differentiate.

**Learning:** Notice that children learn in different ways. With some types of materials you will see groups of children working cooperatively, and with others you will find an individual child working alone intensely. Still other children are walking through the classroom seemingly not engaged in any direct activity. Very often, this last type of child is engaged in actively absorbing information through observation of the children and the materials in the classroom. It will help if you alternate your focus on these three learning patterns. Note the ease and joy with which the children work. You will see the intense self-gratification that the learning process affords the child.

**Child-child Interaction:** Listen to the way - the child and the content - in which children talk to each other. Listen for the level of respect as well as for the normal pushes and pulls of childhood.

Very often observers new to Montessori are surprised that a child will zealously guard his/her work and tell another classmate that they are disturbing this work, and that, as a result of this verbal communication, the other child will leave. Other new observers are bemused by the politeness with which one child asks another if s/he would "care for a piece of banana" and the other responds, "Yes, please."

**Teacher-child interaction:** Watch the way teachers interact with children and compare it with the traditional classroom mode by which you were probably educated. There is a basic respect for each individual child's particular style of learning in the Montessori classroom.

Notice the way in which a teacher corrects a child, and look at the instances in which she does not. Listen to the teacher's tone of voice with the child. Many parents have asked how one directress can "handle" a group of 36 or more children. The answer lies within this interaction process. The directress is a facilitator of the child's autonomous learning process. She guides rather than insists. She prepares the environment, gives the child the tools to utilize the materials and then does whatever else is necessary to help the child interact with the environment without assistance. Sometimes this involves direct encouragement, at other times indirect appreciation, and even judicious absence.

**Sociability:** Watch the ways in which the children offer assistance to one another - with the materials and with everyday tasks - and the ways that they are directly sociable with one another. The snack table is a good area to keep an eye on to see this dynamic.

The Montessori classroom contains a wide range of ages of children and materials that are appropriate to the different developmental levels. Note how the children go to the materials that are appropriate to their developmental level and how the younger children absorb the older children's work simply by being near them, and how, conversely, the older children will assist the younger ones with work that they have already mastered. These seeming "academic" activities have a strong social component to them - one that inculcates a sense of responsibility for and community with all those in the class.

There are always pockets of purely social activity present in any Montessori classroom as the child's natural desire to form friendships and be part of an ongoing community is ever present.

**Autonomy:** Absorb the independence of the children as they do for themselves in the classroom environment.

Watch how even the youngest child takes responsibility for his/her personal environment. Watch how, however precariously, a glass pitcher of water or a tray with fragile materials on it is carried. Watch as a child chooses a piece of work, takes it from the shelf, completes the work, and returns it to its place so that the next child can use it.

The generation of autonomy is a function of the prepared environment of the Montessori classroom. What this means is that the child will have available all needed materials, in good working order, to complete a task that has usually been self chosen. The structure of Montessori provides the child with as much time as s/he needs to complete the task to his/her satisfaction, and success is the primary reward. As you look around the classroom notice the materials, how attractive they are in placement, color, cleanliness, quality, etc. The child is attracted to learn by this environment.

**Conclusion:** You may not be able to sort out and see all the dimensions of the classroom that are outlined above, and we hope that you are not disappointed if you discover that all aspects of the classroom have either not been present during your observation or that you did not see it all. We know that learning how to "read" the Montessori classroom is difficult at first, but we know that with each successive visit your observation skills will become sharper. We look forward to your next visit to the classroom and are eager to share with you the excitement that we feel in being a part of your child's growing years.

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## **A Guide to Observation in the Elementary/Middle Grades Classroom**

When you enter the classroom, you will be shown to an adult-sized chair. Please be seated. When you sit down, children may come up to you. Please try not to engage them in conversation. If children speak to you first, a polite "Hello" and a direct response as to who you are is fine; then quietly ask the child to return to work. The children understand that observers come to watch them working and they will understand your response in that context.

**If your own child cries, clings or is silly or ignores you completely, do not be surprised. Children respond differently to having their parents in the classroom than they do in the normal course of the school day or at home.**

The teacher will not be able to take time from her teaching duties to converse with you during or immediately after your observation. If questions occur to you while you are watching, please write them down. The teacher or administrator will be glad to answer these questions by telephone or in person. Please check with the front desk to set up a mutually convenient time to have your questions answered.

### **Some Hints on Observing**

**Visual Perspective:** Try to observe in a context - alternate between a wide-angled view of the entire classroom and a focus on a particular child.

There is more to the Montessori classroom than the activities of one particular child. Naturally, the first tendency of parents is to focus and follow their own child's activities. First time observers may be attracted to one child or a group of the oldest or youngest children. **Auditory Perspective:** Listen to the noise level as it rises and falls. Try to see which groups or individual children are generating the sound. You will hear the normal hubbub of children being together and the special pitch of the children being excited about learning. At times there will be a special peak of excitement of discovery. See if you can differentiate.

**Learning:** Notice that children learn in different ways. With some types of materials you will see groups of children working cooperatively, and with others you will find an individual child working alone intensely. Still other children are walking through the classroom seemingly not engaged in any direct activity. Very often, this last type of child is engaged in actively absorbing information through observation of the children and the materials in the classroom. It will help if you alternate your focus on these three learning patterns.

Note the ease and joy with which the children work. You will see the intense self-gratification that the learning process affords the child. If your child has experienced a Primary Montessori education, you will notice the different behavior patterns in the Elementary/Middle Grades student. While Primary students are focused on "process," Elementary and Middle Grades students become aware of "finished accomplishment and product" as well.

Watch the way teachers interact with children and compare it with the traditional classroom mode by which you were probably educated. Notice the way in which a teacher corrects a child, and look at the instances in which she does not. Listen to the teacher's tone of voice with the child.

The directress is a facilitator of the child's autonomous learning process. She guides rather than insists. She prepares the environment, gives the child the tools to utilize the materials and then

does whatever else is necessary to help the child interact with the environment without assistance. Sometimes this involves direct encouragement, at other times indirect appreciation, and even a judicious absence. There is a basic respect for each individual child's particular style of learning in the Montessori classroom.

**Sociability:** Watch the ways in which the children offer assistance to one another - with the materials and with everyday tasks - and the ways that they are directly sociable with one another.

The Montessori classroom contains a wide range of both ages of children and of materials that are appropriate to the different developmental levels. Note how the children go to the materials that are appropriate to their developmental level. Note also how the younger children absorb the older children's work simply by being near them, and how, conversely, the older children will assist the younger ones with work that they have already mastered.

These activities have a strong social component to them - one that inculcates a sense of responsibility for and community with all those in the class. There are always pockets of purely social activity present in any Montessori classroom as the child's natural desire to form friendships and be part of an ongoing community is ever present.

**Autonomy:** The generation of autonomy is a function of the prepared environment of the Montessori classroom. What this means is that the child will have available all needed materials, in good working order, to complete a task that has usually been self chosen. The structure of Montessori provides the child with as much time as s/he needs to complete the task. Elementary and Middle Grades students have assigned work as well as free choice in their academic presentations. It is their responsibility to stay focused and current with their assignments.

**Conclusion:** It may be challenging to sort out and see all the dimensions of the classroom that are outlined above, and we hope that you are not disappointed if you discover that all aspects of the classroom have either not been present during your observation or that you did not see it all. We know that learning how to "read" the Montessori classroom is difficult at first, but we know that with each successive visit your observation skills will become sharper. We look forward to your next visit to the classroom and are eager to share with you the excitement that we feel in being a part of your child's growing years.

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