

# Exploring the Tools

NCMPS Symposium

**What** is in the Assessment Playbook?  
**How** do I use it?

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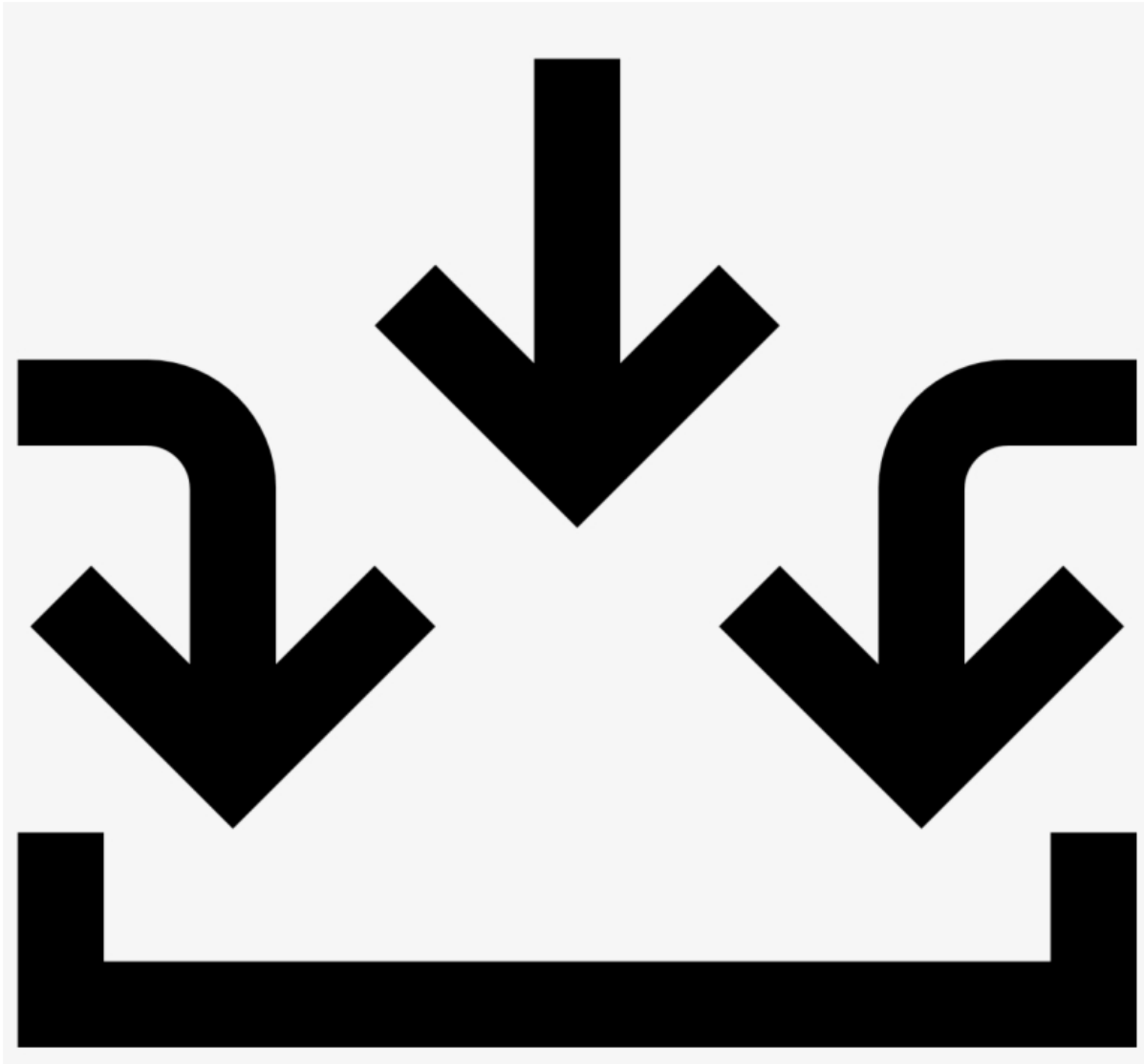
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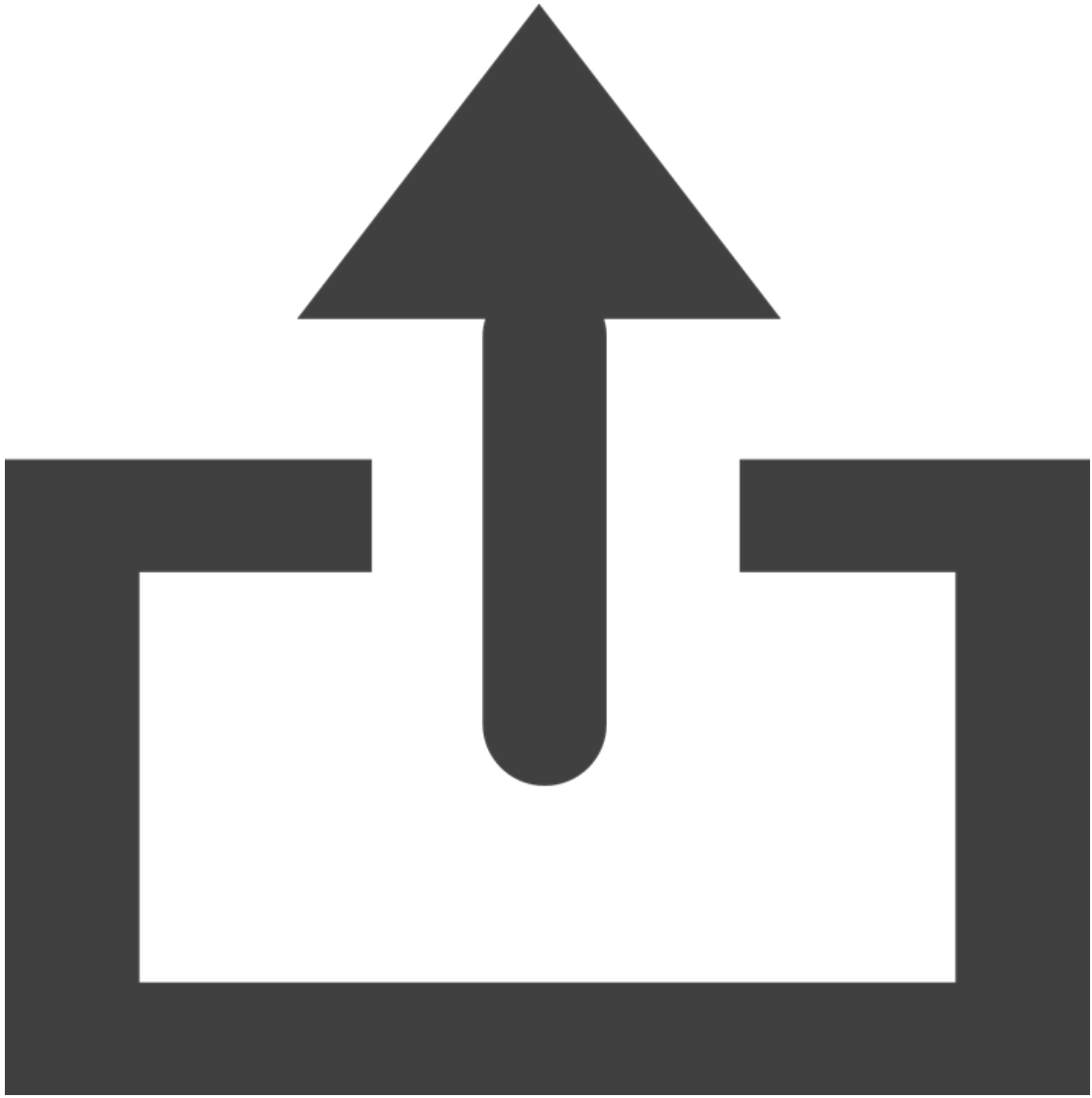
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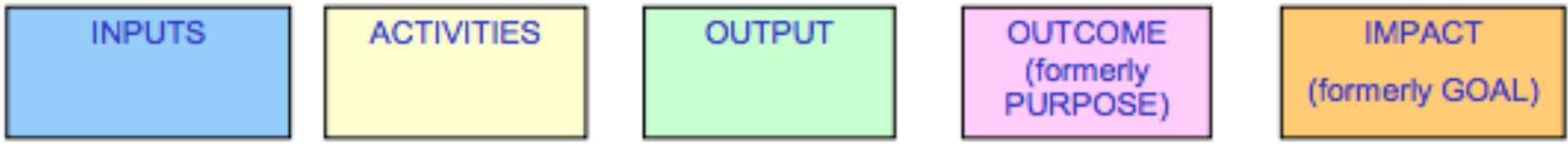
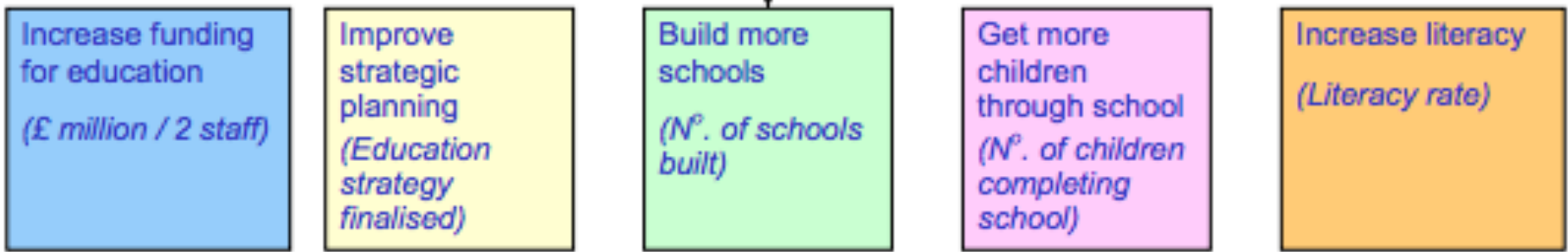
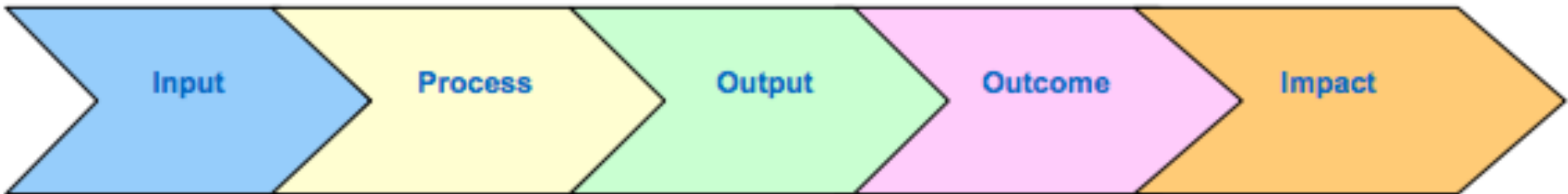
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## Chapters

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**FIGURE 2** Aligning Inputs and Outcomes





# Inputs

- **Chapter 3: Observation**
  - Work Engagement
  - Observing Individual Child
  - Work Curves
- **Chapter 4: Assessing Inputs**
  - Appraisal Tools
  - Reflective Practice Inventory
  - Annual Climate Survey
  - EER
  - DERS\*

# Outputs

- **Chapter 5: Assessing Outcomes**
  - Universal Screens
  - Normalization Check
  - Adjustment Check
  - Progress Reports
  - Skills Inventories
  - Alumni Survey
  - Receiving Teacher Survey
  - MEFS\*

# Essential Elements

## 1998

1. Montessori Teachers
2. Administration
3. Recruitment/Parent Education
4. Curriculum/Environment
5. Assessment
6. Professional Development

## 2015

1. Montessori Adults
2. Montessori Learning Environment
3. Family Engagement
4. Leadership & Organizational Development
5. Assessment

## Fidelity

### Adults

- Montessori trained teachers
- Montessori oriented assistants
- Montessori mindsets, routines, and expectations for all staff

### Environment

- Mixed Age Grouping
- Uninterrupted Work Periods
- Freedom within Limits; choice
- Full complement of Montessori materials
- Real tools and Real work
- Inclusion

## Sustainability

### Leadership and Organizational Development

- Montessori-grounded instructional leadership
- Montessori-grounded strategic planning
- Strong teacher pipeline
- Ongoing professional development anchored by coaching
- Program evaluation guided by Montessori Scope & Sequence

### Family Engagement

- Focus on engagement in human development rather than school operations
- Home-School Partnership evident in communications
- Support for families prior to enrollment
- Ongoing events – educational, social, service

### Assessment

- Protocols integrate academic, executive function, and social-emotional measures of progress
- Observation drives all instructional decisions
- Is unobtrusive and includes students

# Montessori Adults

- Montessori trained teachers — all classrooms
- Assistants who have been Montessori-oriented
- Between two and four teachers always in the training pipeline
- *All* adults — trained or not — embody core Montessori principles of respect for development, children's natural needs and tendencies, independence, grace & courtesy

# Montessori Environments

- Practice supported by Montessori Scope & Sequence
- Large, mixed-age groupings of children in all classrooms
- Specials integrated into work period (minimum interruption)
- Long, uninterrupted work periods (ideally three hours)
- Full compliment of Montessori materials (limited, intentionally chosen supplementary materials)
- High degree of student choice on *what, where, and how long* to work
- Access to the world outside the classroom
- Informed, *but not driven*, by state standards
- Classrooms are inclusive of *all* learners and learning styles — including SPED and ELL



# Family Engagement

- Strong, meaningful partnership with all families characterized by invitation rather than summons
- Lots of organized opportunities to learn about Montessori, beginning prior to enrollment
- Family activity is focused on engagement in child development rather than the operation of the school

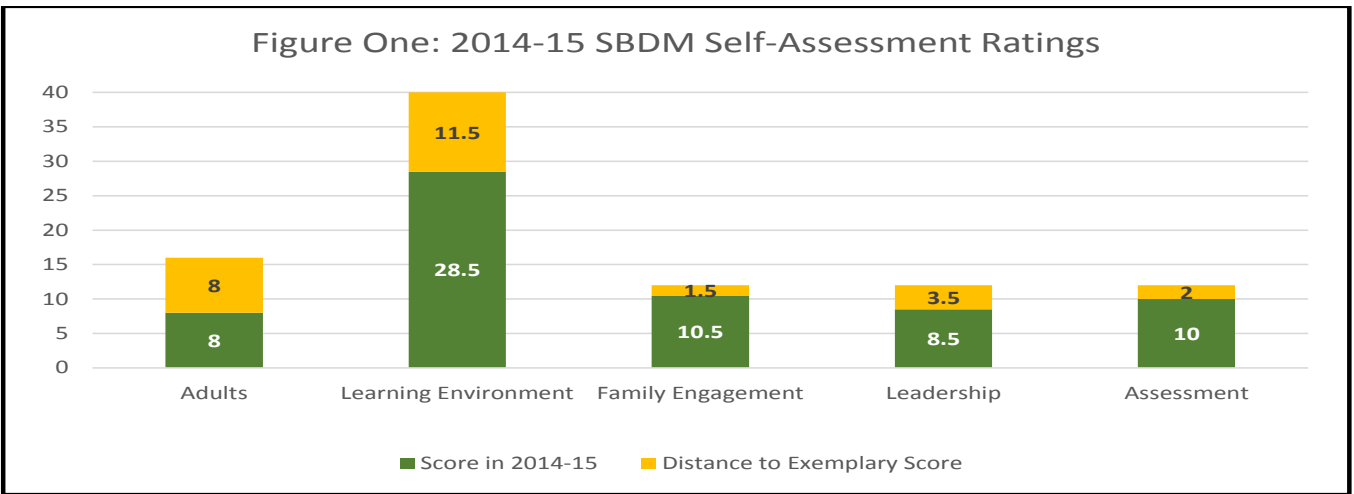
# Leadership & Organizational Development

- Montessori expertise at the top
- Structures for ensuring high-fidelity through ongoing self-reflection and review
- Membership in one of the national Montessori professional organizations

# Assessment

- Holistic protocols that integrated academic, EF's and social/emotional learning
- Observation is core to all meaningful assessment activities — and drives all instruction
- Necessary assessments (e.g. state assessments) are delivered in the least obtrusive way possible
- As student mature, they are increasingly involved in their own progress monitoring

Table One: Summary of Possible and Actual 2014-15 Scores				
Domain	# of Essential Elements	Minimum possible score	Maximum possible score	SBDM self-assessment sum score in 2014-15
1. Montessori Adults	4	4	16	8
2. Montessori Learning Environment	10 <sup>3</sup>	10	40	28.5
3. Family Engagement	3	3	12	10.5
4. Leadership & Organizational Development	3	3	12	8.5
5. Assessment	3	3	12	10



## Domain 2 Ratings: Montessori Learning Environment

NCMPS Elements	2014-15 Rating	Why This Rating Was Chosen	Proposed Next Steps
1. The daily practice of Montessori pedagogy is supported by a clearly defined Montessori scope and sequence <sup>1</sup>	2.5=in-between needs improvement and satisfactory	Scope & sequence (instructional calendar) is under development by Mata instructional coaches, but is not yet included in faculty and family handbooks.	As the scope & sequence document is shared, faculty and staff will become more familiar with the instructional plans and core concepts.
2. The school's learning environments feature mixed-age groupings of children: 2.5-6, 6-9, 9-12, 12-15, 15-18.	4=exemplary	All of the school's (current) environments reflect three-year instructional cycles.	n/a
3. Specialty programs such as music, art, and second languages are integrated into the three-hour work cycle.	1= Unsatisfactory	Specialty programs are offered as separate classes (not integrated into the three-hour work cycle). Montessori music materials are not available in the room and specials teachers are not currently Montessori trained. However, specials teachers are receiving supplemental trainings in the Montessori Art , Movement and Dance.	During the upcoming 2015-16 master scheduling process, consider options for integrating specials into the Montessori work cycle(s) for students.
4. The school's learning environments enable children to be active for long uninterrupted (ideally 3 hours) periods of time	2=needs improvement	Work periods do not consistently last for 3 hours, uninterrupted. At times, work periods are taken up with specials and other activities, often required by district programming or other district-mandated needs.	During the upcoming 2015-16 master scheduling process, consider options for expanding uninterrupted learning blocks.
5. The full complement of Montessori materials is available in every area, representing the majority of materials on all shelves; additional materials conform to Montessori standards of order, beauty, and simplicity	2.5=in-between needs improvement and satisfactory	While Montessori materials are kept orderly and seem to be well cared for, there is less than a full complement of materials.	Instructional coaches and guides are working with administrators, PTA and SBDM to identify the remaining materials necessary to have the full complement in each room.

EXTERNAL CHALLENGES	INTERNAL CHALLENGES
HIGH LEVERAGE IMPROVEMENT PRIORITIES	

