

1. Montessori Adults				
	EXEMPLARY	SATISFACTORY	NEEDS IMPROVEMENT	UNSATISFACTORY
The school employs teachers that have specialist Montessori qualifications for the age group they teach, in addition to appropriate state early childhood, elementary or secondary school teaching qualifications.	<ul style="list-style-type: none"> <li><input type="checkbox"/> All teachers are fully trained at the appropriate level and hold a state teaching license.</li> <li><input type="checkbox"/> Auxiliary staff (special education, PE) are Montessori trained or oriented.</li> <li><input type="checkbox"/> Montessori principles are evident in the action of all adults; key actions include: speaking softly, clearly, and respectfully to children and adults, refraining from offering unnecessary help, inviting, as opposed to commanding, student engagement in meaningful work.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 90% of all teachers are fully trained at the appropriate level, with the remainder in the process of earning a Montessori credential from an accredited Montessori training center.</li> <li><input type="checkbox"/> Auxiliary staff have been oriented in Montessori theory and practice</li> <li><input type="checkbox"/> Montessori principles are evident in many, but not all actions of adults.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 85% of all teachers are fully trained at the appropriate level, with the remainder in the process of earning a Montessori credential from an accredited Montessori training center.</li> <li><input type="checkbox"/> Montessori principles are evident in the actions of some adults.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Less than 85% of all teachers are fully trained at the appropriate level.</li> <li><input type="checkbox"/> Absence of robust knowledge of Montessori theory and practice is evident in the actions of adults; key actions include: interrupting students who are concentrating, using a loud, intrusive voice, attempting to control rather than model respectful behavior.</li> </ul>
The school provides one paraprofessional/assistant for each classroom along with Montessori orientation for that role	<ul style="list-style-type: none"> <li><input type="checkbox"/> All classrooms are staffed with an assistant who has completed a Montessori Assistant's course.</li> <li><input type="checkbox"/> The school provides an Orientation workshop for all assistants</li> <li><input type="checkbox"/> All assistants play an integral role in the culture of the classroom, providing support in the care of the environment, modeling positive behavior, assisting the teacher when students need redirection, and other duties as assigned by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 90% of all classrooms are staffed with an assistant who has completed a Montessori Assistant's course.</li> <li><input type="checkbox"/> The school provides an Orientation workshop for all assistants</li> <li><input type="checkbox"/> Many assistants play an integral role in the culture of the classroom</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 75% of all classrooms are staffed with an assistant who has completed a Montessori Assistant's course.</li> <li><input type="checkbox"/> Some assistants play an integral role in the culture of the classroom.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Less than 75% of all classrooms are staffed with an assistant who has completed a Montessori Assistant's course</li> <li><input type="checkbox"/> Assistants, when they are present, are disengaged from the work of the room or function solely as disciplinarians.</li> </ul>
The school has a pipeline for recruiting, training, hiring, and retaining high quality Montessori teachers	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school sponsors between two and four teachers for Montessori training annually</li> <li><input type="checkbox"/> The School provides a robust Assistant's/Fundamentals Course annually.</li> <li><input type="checkbox"/> The school has a strong relationship with a Montessori training center</li> <li><input type="checkbox"/> The school recruits broadly and provides a substantive interview and induction process for all prospective and new hires.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school's budget supports sponsorship for Montessori training for at least one new teacher a year</li> <li><input type="checkbox"/> The school offers orientation and professional development specifically designed to support classroom assistants</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school's operating budget does not support annual sponsorships, but efforts are made to raise funds for the specific purpose of supporting the talent pipeline</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has no systems in place to ensure a reliable pipeline of high quality Montessori teachers</li> </ul>
All adults in the school, whether or not they are Montessori trained, embrace the core Montessori principles and embody a deep respect for the developmental process, the natural tendencies of children, the goal of independence, and practices of grace and courtesy.	<ul style="list-style-type: none"> <li><input type="checkbox"/> All staff members engage in ongoing Montessori professional development</li> <li><input type="checkbox"/> A palpable emphasis on global citizenship, environmental stewardship, and grace &amp; courtesy is evident in formal as well as informal school activities.</li> <li><input type="checkbox"/> The vast majority of staff members report a culture of safety and respect.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All staff members engage in ongoing Montessori professional development.</li> <li><input type="checkbox"/> Most staff members report feeling safe and respected within the school culture</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some staff members engage in ongoing Montessori professional development</li> <li><input type="checkbox"/> There is uncertainty regarding the social and emotional safety of the school.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Staff members do not engage in ongoing Montessori professional development.</li> <li><input type="checkbox"/> There is evidence that not all staff are aligned regarding the aims and methods of the educational program.</li> <li><input type="checkbox"/> Staff members report a culture of disrespect and emotional insecurity.</li> </ul>

<b>2. Montessori Learning Environment</b>				
	<b>EXEMPLARY</b>	<b>SATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>UNSATISFACTORY</b>
The daily practice of Montessori pedagogy is supported by a clearly defined Montessori scope and sequence <sup>1</sup> .	<ul style="list-style-type: none"> <li><input type="checkbox"/> The Montessori scope &amp; sequence is included in faculty and family handbooks</li> <li><input type="checkbox"/> Faculty and staff at every level are familiar with the entire scope of the program and are able to articulate core concepts with confidence</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The Montessori scope &amp; sequence (see appendix for samples) is included in faculty and family handbooks</li> <li><input type="checkbox"/> Most faculty members are able to articulate the full scope of the program with confidence.</li> </ul>	A copy of the Montessori scope & sequence (see appendix for samples) is available in the school building, but not a prominent part of school literature or culture	Faculty and Staff are following a Scope and Sequence that conflicts with Montessori pedagogy
The school's learning environments feature large, mixed-age groupings of children: 2.5-6, 6-9, 9-12, 12-15, 15-18.	<ul style="list-style-type: none"> <li><input type="checkbox"/> All of the school's environments reflect three-year instructional cycles</li> <li><input type="checkbox"/> Classroom communities feature no fewer than 24 students supervised by no more than two adults (Communities of over 30 children, and Adolescent communities, may include more adults)</li> <li><input type="checkbox"/> The primary point of entry to the program is age 3 or 4</li> <li><input type="checkbox"/> For students who enter after age four, the school has a well-elaborated orientation and induction program</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All environments reflect three-year instructional cycles.</li> <li><input type="checkbox"/> Classroom communities feature no fewer than 24 students supervised by no more than two adults</li> <li><input type="checkbox"/> Significant numbers of 5-year-olds may enter without prior Montessori experience.</li> <li><input type="checkbox"/> The school has a well-developed process for orienting and inducting these new students and families.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Within mixed age environments, children are segregated by age, gender or ability</li> <li><input type="checkbox"/> The school has a stand-alone program for 5 year-olds (calling it "kindergarten") but is working toward achieving a full 3-6 program, and has a reliable method for orienting these children.</li> <li><input type="checkbox"/> Students age-out of the school at a point other than at the end of a 3 year cycle (ie, at a point other than after K, 3rd, 6th, 9th or 12th grades)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has single or two-year graded classrooms.</li> <li><input type="checkbox"/> The school has a stand-alone program for 5 year-olds (calling it "Kindergarten") and no reliable method for orienting these children.</li> <li><input type="checkbox"/> Children are segregated by age, gender or ability.</li> </ul>
Specialty programs such as music, art, and second languages are integrated into the three-hour work cycle.	<ul style="list-style-type: none"> <li><input type="checkbox"/> The Montessori teachers are confident in their delivery of Montessori music, using bells, tone bars and other materials integral to this part of the program</li> <li><input type="checkbox"/> Materials for making and viewing art are visible on shelves, which students have access to throughout the week</li> <li><input type="checkbox"/> The school employs bilingual staff to support an immersion approach to second-language instruction</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Specialty programs (music art, second language) are offered as separate classes, but do not interrupt extended work periods</li> <li><input type="checkbox"/> Students have ongoing access to Montessori music materials -- bells, tone bars, etc.</li> </ul>	<p>Specialty programs (music art, second language) are offered as separate classes, usually during afternoon work periods</p> <p>Students have limited access to Montessori music materials -- bells, tone bars, etc.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Specialty programs such as music, art, and second languages are delivered by non-Montessori-trained specialists during AM/PM work periods</li> <li><input type="checkbox"/> There are separate morning and afternoon classes</li> <li><input type="checkbox"/> Students have no access to Montessori music materials -- bells, tone bars, etc.</li> </ul>
The school's learning environments enable children to be active for long uninterrupted (ideally 3 hours) periods	<ul style="list-style-type: none"> <li><input type="checkbox"/> AM work periods last 3 hours for all classrooms</li> <li><input type="checkbox"/> Most PM work periods (for older children) are 2 hours, with limited interruption for specials and other programmed activity</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> AM work periods last 2.5-3 hours for all classrooms</li> <li><input type="checkbox"/> Most PM work periods (for older children) are 2 hours, with limited interruption for specials and</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> AM work periods last 2-2.5 hours for all classrooms</li> <li><input type="checkbox"/> PM work period (for older children) are 2 hours, but 2-3 times a week, those periods</li> </ul>	Work time is divided into small portions -- e.g.: Readers or Writers Workshop, Literacy Block -- with limited opportunity for children to concentrate on

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<sup>1</sup> NCMPS Recommends Feez, S & J, Miller (Eds.) (2011). *The Montessori National Curriculum*. Terrey Hills, NSW: Montessori Australia Foundation

of time.		other programmed activity	are taken up with specials and other programmed activity.	self-selected work.
<p>The full compliment 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</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Montessori materials are meticulously cared for and displayed in an orderly and inviting manner, representing the majority of work available to students</li> <li><input type="checkbox"/> Materials are in constant use</li> <li><input type="checkbox"/> Appropriate cutlery, glassware and china are used daily</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Montessori materials are displayed in an orderly and inviting manner, representing the majority of work available to students</li> <li><input type="checkbox"/> Materials are in good repair and ready for use</li> <li><input type="checkbox"/> Materials are in regular use</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Montessori materials are visible, but not organized in a way that invites robust engagement and concentration.</li> <li><input type="checkbox"/> There is less than a full compliment of Montessori materials.</li> <li><input type="checkbox"/> Montessori materials are liberally supplemented with other curricular approaches</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Montessori materials may be visible, but the majority of work involves other materials and resources, such as worksheets, text books, and computers</li> <li><input type="checkbox"/> The environment is cluttered, with little attention to order, beauty and simplicity</li> <li><input type="checkbox"/> Children eat with disposable</li> </ul>
<p>Instruction is characterized by a high degree of student choice in what to work on, where to work, how long to work.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students can choose to work at tables, on rugs on the floor, or outside.</li> <li><input type="checkbox"/> Students have ongoing access to all materials, and are able to choose their work freely during extended work periods.</li> <li><input type="checkbox"/> Almost all instruction takes place in small groups (Elementary &amp; Secondary) or one-on-one (Early Childhood).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students can choose to work at tables, on rugs on the floor, or outside.</li> <li><input type="checkbox"/> Students have ongoing access to all materials, and are able to choose their work for the majority of work periods.</li> <li><input type="checkbox"/> Almost all instruction takes place in small groups (Elementary &amp; Secondary) or one-on-one (Early Childhood).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students have choice regarding where and what to work on for part of the day.</li> <li><input type="checkbox"/> Students may be assigned work, but may choose what order to complete the work and where in the environment they work.</li> <li><input type="checkbox"/> Whole or large-group instruction is used almost as much as individual and small group instruction.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student movement is restricted</li> <li><input type="checkbox"/> Most students work at tables</li> <li><input type="checkbox"/> Most learning is directed by adults</li> <li><input type="checkbox"/> Most instruction takes place in whole-group formats</li> <li><input type="checkbox"/> Teaching and learning are expected to follow a pacing teacher.</li> </ul>
<p>The learning environment offers ongoing access to real-world materials and activities</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Practical life is a prominent area in the room; students have ample opportunity to engage in food preparation</li> <li><input type="checkbox"/> There is a well-prepared and accessible outdoor learning environment</li> <li><input type="checkbox"/> The environment includes a comfortable reading corner, which is accessible to students throughout the day</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Practical life is a prominent area in the room; students have some opportunity to engage in food preparation</li> <li><input type="checkbox"/> Students have access to the outdoors</li> <li><input type="checkbox"/> The environment includes a comfortable reading corner, which is accessible to students throughout the day</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> There is some evidence of Practical Life – students may have daily chores – but they do not engage in spontaneous care for the environment</li> <li><input type="checkbox"/> Access to the outdoors is set by the teacher</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Practical life is absent from the environment</li> <li><input type="checkbox"/> Food is prepared by adults</li> <li><input type="checkbox"/> The only access to outdoors is during “recess</li> </ul>

<p>The Montessori curriculum is integrated with, but not driven by, state standards, including CCSS, where applicable.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Faculty and staff are able to discuss how the school meets state standards without compromising the integrity of Montessori practice</li> <li><input type="checkbox"/> Alignment documents have been developed and shared widely within the school and are available to parents, central office staff and other stakeholders</li> <li><input type="checkbox"/> Teachers “lead with the materials”—students learn through the Montessori materials and teachers backwards map</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A process of aligning Montessori and state standards is underway</li> <li><input type="checkbox"/> Some faculty members are able to discuss the school’s approach to meeting standards while not compromising Montessori integrity.</li> <li><input type="checkbox"/> Teachers almost always “lead with the materials” and then backwards map onto the standards.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Many members of the faculty are confused about the connection between state standards of core Montessori practice.</li> <li><input type="checkbox"/> Teachers “lead with the standards” and then look for Montessori materials that teach them.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learning is entirely driven by state standards</li> </ul>
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<p>ELL and SPED students are fully included and supported within the classroom.</p>	<p>this onto the state standards.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Montessori teachers are dual certified as SPED teachers and able address all but most significant learning issues through the Montessori program</li> <li><input type="checkbox"/> SPED and Resource Teachers are Montessori trained or oriented and work in collaboration with Montessori teachers to provide special services within the prepared environment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Specialists come in the classroom but work with the ELL and SPED students apart from the rest of the group and exclusively through non-Montessori materials.</li> </ul>	<p>ELL and SPED students are pulled out of the Montessori classroom for large portions of the day.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ELL and SPED students have a separate program for most or all of the day.</li> </ul>
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3. Family Engagement				
	EXEMPLARY	SATISFACTORY	NEEDS IMPROVEMENT	UNSATISFACTORY
The school is characterized by a strong partnership between home and school, which is evident in all formal and informal communications.	<ul style="list-style-type: none"> <li><input type="checkbox"/> There is a well-developed <i>Family Handbook</i>, which elaborates mutual expectations in clear, accessible language.</li> <li><input type="checkbox"/> The school engages in robust, two-way communication, which begins prior to enrollment and is visible in the school’s website, newsletters, letters home, processes for parent-teacher conferences.</li> <li><input type="checkbox"/> All relevant documents are translated into languages reflecting the school’s population</li> <li><input type="checkbox"/> The school’s Parent Engagement plan may include home-visits.</li> <li><input type="checkbox"/> Faculty and staff come from and/or reflect the ethnic, linguistic and racial makeup of the student-body.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> There is a well-developed <i>Family Handbook</i>, which elaborates mutual expectations in clear, accessible language.</li> <li><input type="checkbox"/> The school maintains an active website.</li> <li><input type="checkbox"/> Most classrooms distribute newsletters and other regular communications such as websites, blogs, or Google groups.</li> <li><input type="checkbox"/> Highest priority documents are translated into the languages reflecting the school’s population.</li> <li><input type="checkbox"/> Efforts are made to hire faculty and staff that come from and/or reflect the ethnic, linguistic and racial makeup of the student-body.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A <i>Family Handbook</i> exists, but is out-of-date and not widely distributed.</li> <li><input type="checkbox"/> Communication between home and school is limited to informing families of events, deadlines, and other administrative matters.</li> <li><input type="checkbox"/> Some classrooms distribute newsletters and other regular communications, but there is no coordinated system for ensuring that all members of the community are informed.</li> <li><input type="checkbox"/> Translation services are limited.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A <i>Family Handbook</i> may exist, but is out-of-date and not widely distributed.</li> <li><input type="checkbox"/> Communication between home and school is sporadic, and usually in the form of announcements from the administration.</li> <li><input type="checkbox"/> Translations are sporadic or non-existent.</li> </ul>
The school provides ongoing opportunities for parent education, including information sessions, discussion groups, observation of classrooms, and parent-teacher-student conferences	<ul style="list-style-type: none"> <li><input type="checkbox"/> The Enrollment process features multiple opportunities for inform parents about the nature of Montessori and the family commitment expected by the school. These events are well planned and executed, and attended by large numbers of prospective families.</li> <li><input type="checkbox"/> There is a robust family induction process, including open houses, orientation evenings, and networking with experienced families.</li> <li><input type="checkbox"/> Parent education opportunities are offered monthly.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The Enrollment process features some opportunities to inform parents about the nature of Montessori and the family commitment expected by the school</li> <li><input type="checkbox"/> The school offers an orientation evening for new families.</li> <li><input type="checkbox"/> Parent education opportunities are offered quarterly.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The Enrollment process may feature events such as open houses, but they are poorly advertised and sparsely attended.</li> <li><input type="checkbox"/> The school offers an annual Open House.</li> <li><input type="checkbox"/> Parent education opportunities are offered sporadically.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The Enrollment process includes no opportunities for families to learn about the school; many families enroll without any knowledge of what Montessori education is</li> <li><input type="checkbox"/> No adult education opportunities are offered.</li> </ul>
The school cultivates a strong school-home association, in which parents have authentic opportunities	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school maintains a designated space for parents to gather, which includes a resource library filled with</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school’s School-Home or Parents Association is active, with parent leaders visible in the school.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a School-Home Association, but it is not active.</li> <li><input type="checkbox"/> The school’s board and/or</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> There are no formal conduits through which families can participate in the school.</li> </ul>

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<p>to contribute meaningfully to the school's mission and communicate with school leadership</p>	<p>material related to Montessori, child development, parenting and other topics of interest.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The school employs a Community Engagementspecialist, who supports thefamily community by partnering with parent leaders, assisting in the coordination of volunteeropportunities.</li> <li><input type="checkbox"/> There is an active school board and/or governance council with significant family representation.</li> <li><input type="checkbox"/> Minutes of all meetings are shared with the entire community.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> There is significant family presence on the school's board or governance council</li> <li><input type="checkbox"/> Minutes of all meetings are shared with the entire community.</li> </ul>	<p>governance council may have family representation, but families do not regularly attend meetings</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Minutes of meetings are not regularly shared with the community.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Families report feeling unwelcome in the school.</li> </ul>
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<b>4. Leadership and Organizational Development</b>				
	<b>EXEMPLARY</b>	<b>SATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>UNSATISFACTORY</b>
The school employs an experienced Montessori educator to guide the implementation of the Montessori program, if not as building principal, then as Program Director, Curriculum Coordinator or Instructional Coach.	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school leader has deep knowledge of Montessori principles and practices, and demonstrates effective communication and advocacy for full implementation of the Montessori program.</li> <li><input type="checkbox"/> The School employs at least one instructional coach, who holds a Montessori diploma for at least one program level, and whose primary responsibility is to support the full implementation of Montessori pedagogy in the school.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The School Leader is not Montessori trained, but is enthusiastically engaged in ongoing Montessori professional development.</li> <li><input type="checkbox"/> To support the untrained School Leader, the school employs a trained Program Director or Montessori Coach</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The School Leader is not Montessori trained, and has engaged in minimal Montessori professional development</li> <li><input type="checkbox"/> The School does not employ a Montessori Program Director of Coach, but does rely on the expertise of experienced teachers in making programmatic decisions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The School Leader is unwilling to engage in Montessori professional development</li> <li><input type="checkbox"/> The School Leader regards Montessori as an aspect of the school program rather than the essence of the school program</li> <li><input type="checkbox"/> The School Leader engages in teacher evaluation and program development systems that are in conflict with Montessori principles and practice.</li> </ul>
The school has a clear vision for how it delivers Montessori education and has an active cycle of reflection and self- review	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a current and active strategic/school improvement plan, which is grounded in Montessori principles, informed by multiple constituents, and widely understood and embraced by the school community.</li> <li><input type="checkbox"/> The school regularly employs Montessori consultants to provide both internal and external audits of program quality, and incorporates consultant feedback into the ongoing strategic planning process</li> <li><input type="checkbox"/> The school has a well-articulated and transparent process of for inducting, mentoring and evaluating teachers.</li> <li><input type="checkbox"/> Teachers are evaluated based on a protocol specially designed to support fully-implemented Montessori practice</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a living strategic/school improvement plan, which is grounded in Montessori principles, informed by multiple constituents, and made available to the school community.</li> <li><input type="checkbox"/> The school has employed a Montessori consultant within the past five years to provide internal support for strategic planning and instructional improvement</li> <li><input type="checkbox"/> Teachers are evaluated based on a protocol that is friendly to Montessori pedagogical principles</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school is in the process of developing a strategic/ school improvement plan, which includes goals for improving Montessori practice.</li> <li><input type="checkbox"/> The school does not look to outside resources for Montessori support.</li> <li><input type="checkbox"/> Teachers are evaluated in part or whole based on a protocol that does not reflect Montessori practice.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school's strategic/school improvement plan includes no goals for improving Montessori practice</li> <li><input type="checkbox"/> Teachers are evaluated based on a protocol that has no relationship to Montessori pedagogical practice</li> </ul>
The school maintains membership in one or more Montessori professional organizations, and seeks accreditation to ensure	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school is accredited by at least one of the major Montessori professional organizations</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school maintains membership in at least one of the major Montessori professional organizations</li> </ul>	The school may not be a full member (due to costs or other constraints), but does maintain contact with at least one major Montessori professional organization.	The school has no affiliations with any Montessori professional organization



5. Assessment				
	EXEMPLARY	SATISFACTORY	NEEDS IMPROVEMENT	UNSATISFACTORY
The school employs an assessment protocol that integrates measures of academic achievement with those of executive functions such as self-regulation, initiation, and cognitive flexibility.	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school tracks multiple indicators of success through means such as alumni, parent, and receiving teacher surveys</li> <li><input type="checkbox"/> The school uses cognitive measures such as the Flanker Inhibitory Control Task, or the BRIEF, to document wide-scope developmental outcomes</li> <li><input type="checkbox"/> The school maintains profiles of all students based on narrative appraisal, work sampling, as well as performance on standardized academic measures.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school is in the process of developing a protocol that allows the documentation of social and emotional outcomes</li> <li><input type="checkbox"/> The school maintains profiles of all students based on narrative appraisal, work sampling, as well as performance on standardized academic measures.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school includes narrative appraisals of social and emotional development as part of its assessment and reporting protocols, but has no larger system for tracking wide-scope student outcomes.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The only form of assessment is state-mandated tests</li> <li><input type="checkbox"/> Results are reported without context</li> <li><input type="checkbox"/> Minimal standards of proficiency drive instruction</li> </ul>
Qualitative Assessment, in the form of observation and documentation, is ongoing, personalized, and drives all instructional decisions.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Regular, recorded observation is the basis of planning and assessment</li> <li><input type="checkbox"/> The school uses an on-line record-keeping system to ensure that data are collected and managed effectively</li> <li><input type="checkbox"/> Teachers can be seen making time daily to record observed activity within the environment</li> <li><input type="checkbox"/> An "Observers Chair" is visible in the environment</li> <li><input type="checkbox"/> Teachers meet weekly as teams to discuss student progress, reflect collectively on challenges, and share potential solutions.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Regular, recorded observation is the basis of planning and assessment</li> <li><input type="checkbox"/> Some members of the faculty use an on-line record-keeping system to ensure that data are collected and managed effectively</li> <li><input type="checkbox"/> Teachers can be seen making time daily to record observed activity within the environment</li> <li><input type="checkbox"/> An "Observers Chair" is visible in the environment</li> <li><input type="checkbox"/> Teachers meet occasionally as teams to discuss student progress, reflect collectively on challenges, and share potential solutions.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some teachers can be seen making time daily to record observed activity with the environment, but there is no link to larger system of data management</li> <li><input type="checkbox"/> Some classrooms have an "Observers Chair"</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> There is no evidence of ongoing, recorded observation.</li> <li><input type="checkbox"/> Teachers do not meet to reflect on student progress</li> </ul>
Assessments are delivered in the least obtrusive manner possible	<ul style="list-style-type: none"> <li><input type="checkbox"/> Formative and summative assessments are delivered to individual students during work periods</li> <li><input type="checkbox"/> Tests are treated as Practical Life activities, with minimal fanfare or work disruption</li> <li><input type="checkbox"/> Test preparation is limited to practice experiences designed to familiarize students with format and language</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Summative assessments are delivered during testing windows</li> <li><input type="checkbox"/> Total test preparation constitutes no more than one week of student work time</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Formative and summative assessments are delivered to the whole school/whole class during prescribed testing windows</li> <li><input type="checkbox"/> Test preparation constitutes more than two weeks of student work time.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Testing windows overtake the entire school day, with work periods suspended, students grouped in grade-level cohorts, and proctored by unfamiliar teachers</li> <li><input type="checkbox"/> Preparing for tests drives the school's program</li> </ul>

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<p>As students mature, they are increasingly involved in monitoring their own progress</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> At the elementary level students begin keeping daily journals of their work.</li> <li><input type="checkbox"/> Teachers regularly confer with students to assist in the development of personal learning goals and to reflect on progress.</li> <li><input type="checkbox"/> Beginning in the elementary, students regularly participate in parent-teacher discussions of student progress.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students keep work journals, but they are not regularly employed in the self-assessment process.</li> <li><input type="checkbox"/> Teachers sometimes confer with students to assist in the development of personal learning goals and to reflect on progress.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students are given assigned “work plans” for which they have little input in developing or reflecting on.</li> <li><input type="checkbox"/> Work plans require the teacher to “check-off” completed work rather than allowing students to manage their time and productivity.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students are disconnected from the assessment process, except to receive grades.</li> </ul>
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