

Optimal Montessori in APS

Scenarios and Implications

Meeting #2

NATIONAL CENTER for
MONTESSORI in the PUBLIC SECTOR

Where we're going today

- Revisiting Goals
- Considering Pathways
- Identifying Issues to Resolve

Goals

Growing the Montessori program and assure it maintains its diversity and is fully accessible to all low-income families at the primary level”

“The “best” public Montessori program in the nation

That the program is very authentic from extended day people to specials teachers, from bottom-up and top-down.

That we have a Montessori program this able to thoroughly implement the Montessori philosophy throughout the child’s entire school experience

Vision

APS envisions a comprehensive, fully-implemented Montessori program that reflects of cultural, economic, and ethnic diversity of the Arlington community, and fully engages all families in flourishing of the program.

Goals

1. Quality -- *authentic, full-implementation*
2. Comprehensive – *age 3 – adolescence*
3. Accessible to all

What is Quality?

And how do we measure it?

Aligning Inputs & Outputs

Input



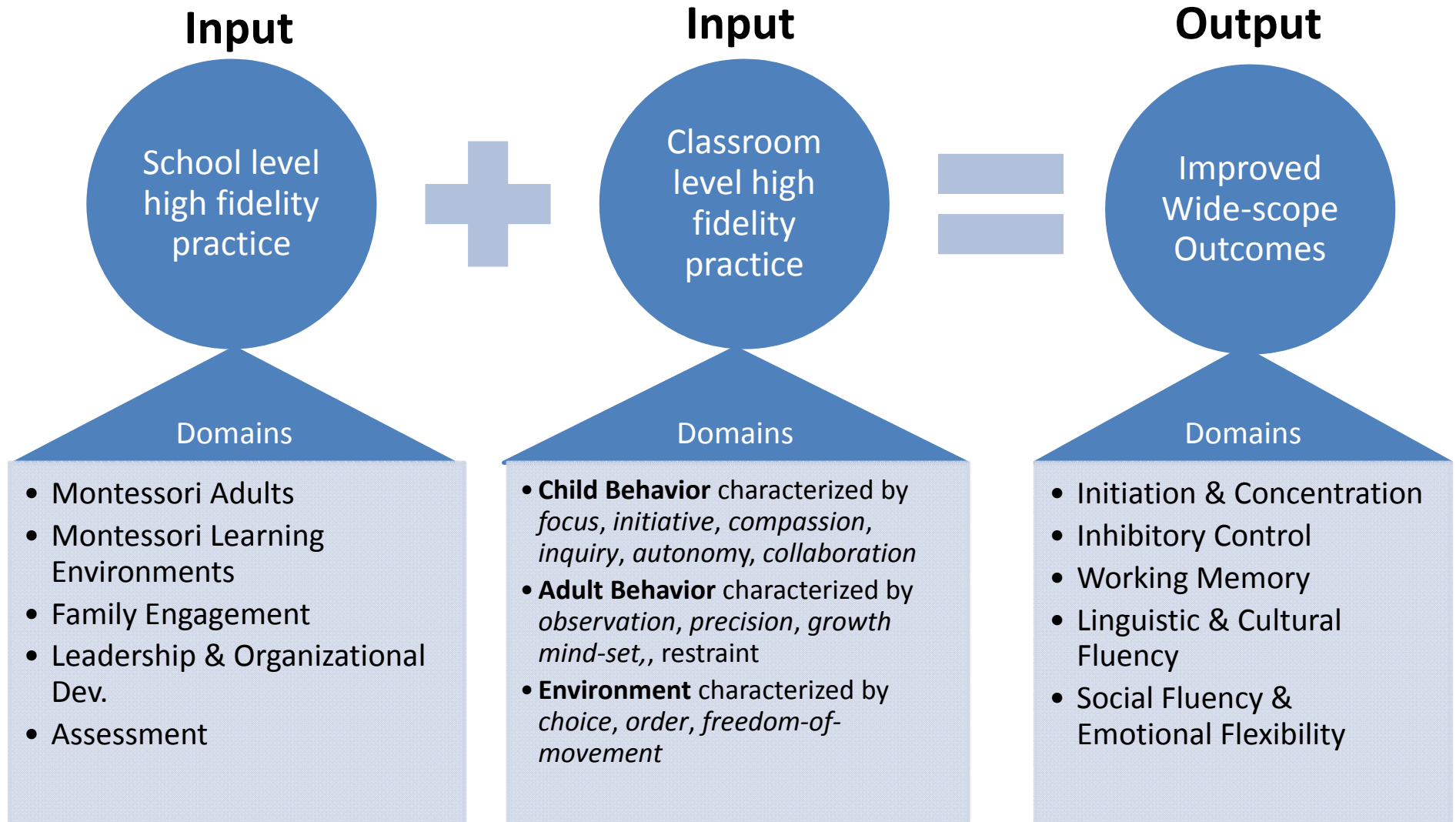
Input



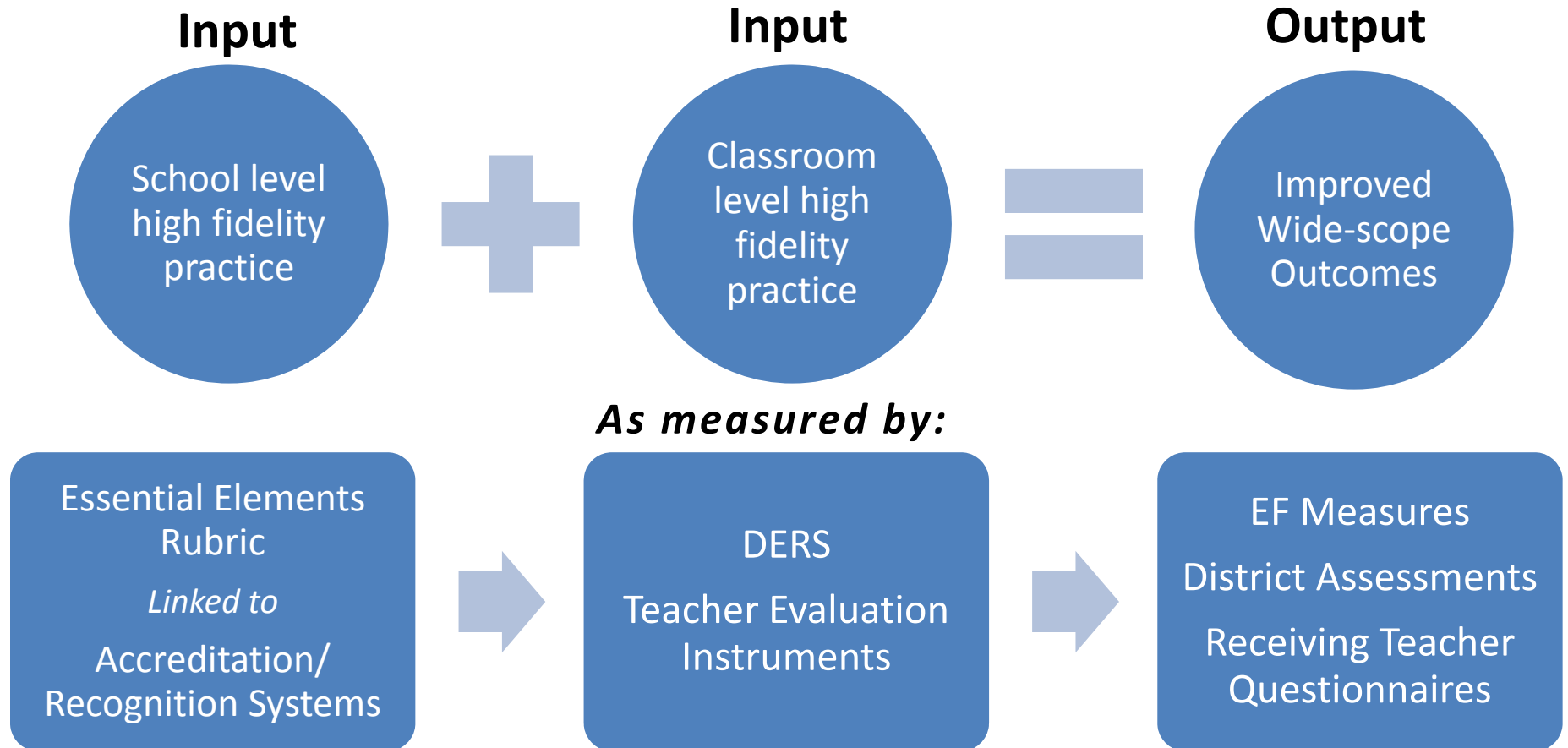
Output



Aligning Inputs & Outputs



Aligning Inputs & Outputs



Outcomes that Count

- Performance on Standardized Tests
 - Reading, Math, Writing, *and sometimes Science*
- Attendance and Retention
- School Matriculation after Montessori

Outcomes that Matter

Conversation

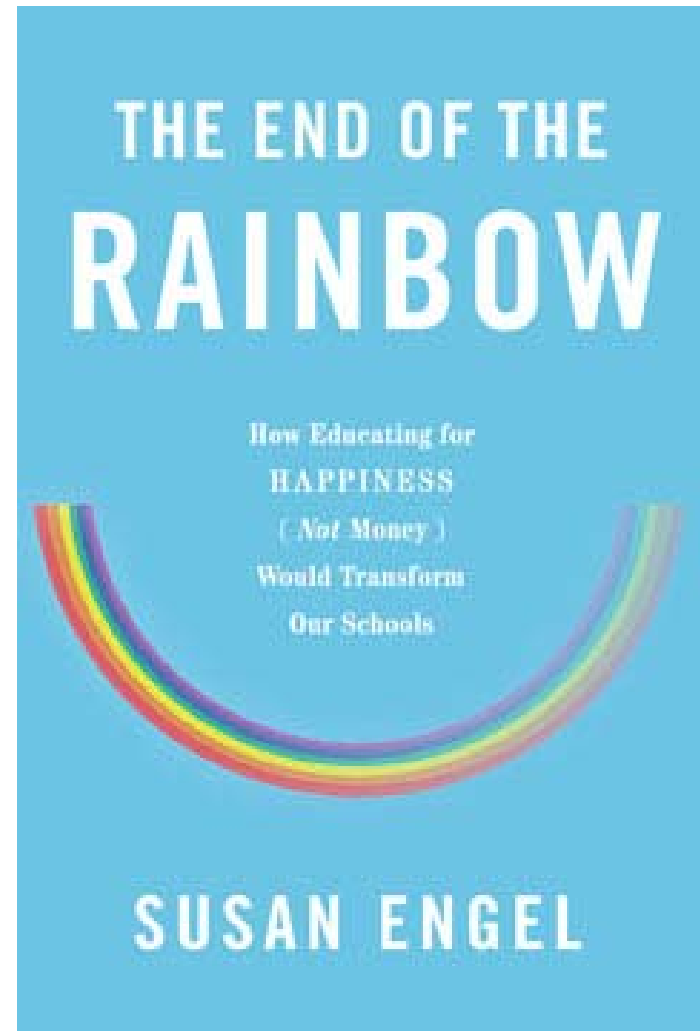
Engagement/Focus

Reading

Inquiry/Flexible Thinking

Use of Evidence

Well being



Outcomes That Matter

Executive Functions

Concentration

Inhibition

Flexibility

Persistence

Planning

How to measure human flourishing?

Hint: it can be done

Please circle the response that best describes you

1. I am well-prepared for the work that is expected of me in my new school

Very much Mostly Somewhat Not much Not at all

2. I enjoy most of the work I am expected to do at my new school

Very much Mostly Somewhat Not much Not at all

3. When focused on a task, I usually stick with it until it is complete

Very much Mostly Somewhat Not much Not at all

4. I am really good at _____

5. I am less good at _____

6. When I have trouble with work, I feel comfortable asking for help

Very much Mostly Somewhat Not much Not at all

7. When conflicts happen at school, I try to help resolve them peacefully

Very much Mostly Somewhat Not much Not at all

8. When I see another student having difficulty, I try to help them

Very much Mostly Somewhat Not much Not at all

9. I generally get along with my dean/principal

Very much Mostly Somewhat Not much Not at all

What else would you like to tell us about your experience in your new school?

Dear (insert name of student)

We are committed to ensuring that our graduates are well prepared for the challenges of the learning environment. We appreciate you taking a few minutes to complete this questionnaire below.

Please circle the response that best describes this student:

1. The student is generally curious about the academic work offered in the classroom

Very much *Mostly* *Sometimes* *Not much* *Not at all*

2. The student has strong interests in certain subjects and communicates those interests clearly

Very much *Mostly* *Sometimes* *Not much* *Not at all*

3. When focused on a task, the student sticks with his/her work until it is complete

Very much *Mostly* *Sometimes* *Not much* *Not at all*

4. The student seems happy when engaged in highly concentrated work

Very much *Mostly* *Sometimes* *Not much* *Not at all*

5. The student has overcome setbacks in order to meet an important challenge

Very much *Mostly* *Sometimes* *Not much* *Not at all*

6. When a classmate or peer is in need, the student offers to help

Very much *Mostly* *Sometimes* *Not much* *Not at all*

7. When conflicts arise, the student participates in peaceful resolutions

Very much *Mostly* *Sometimes* *Not much* *Not at all*

8. When encountering problems or challenges, the student asks for help

Very much *Mostly* *Sometimes* *Not much* *Not at all*

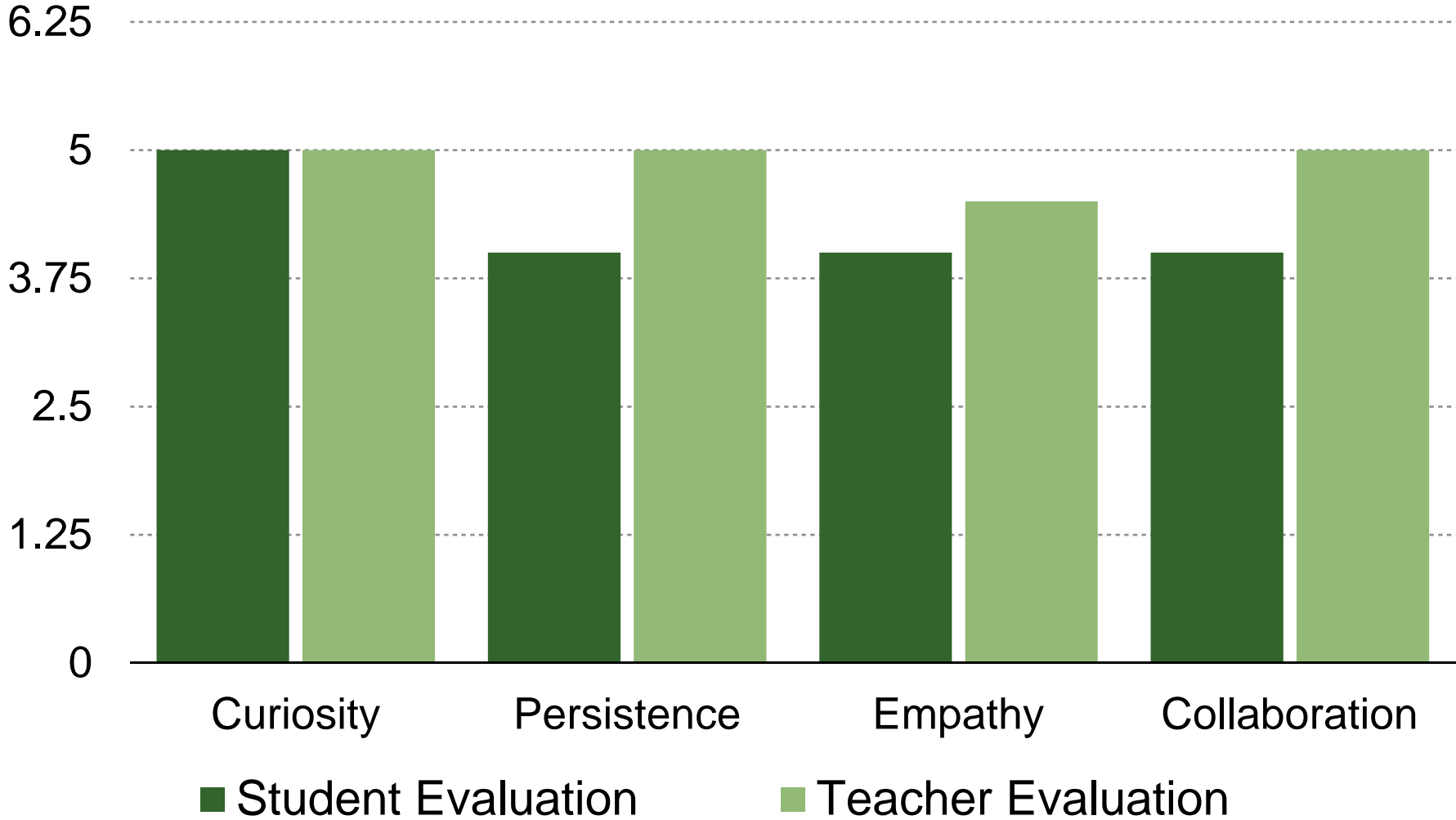
9. The student is adept at working or playing as part of a team

Very much *Mostly* *Sometimes* *Not much* *Not at all*

What else would you like to tell us about this student?

Longitudinal Documentation

2015 Alumni



What is Full Implementation?

- Full three-year cycles, beginning at age 3
- Three-hour, uninterrupted work periods at all levels, with minimal interruptions for co-curricular classes
- Trained Montessori teachers in every classroom
- A full compliment of Montessori materials in all classrooms
- Minimal use of supplementary material at the Primary (ages 3-6) level
- Montessori trained/experienced leadership

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

Bar Rating

Montessori Adults

Exemplary Satisfactory Needs Improvement Unsatisfactory

Montessori Learning Environment

Exemplary Satisfactory Needs Improvement Unsatisfactory

Family Engagement

Exemplary Satisfactory Needs Improvement Unsatisfactory

Leadership & Organizational Development

Exemplary Satisfactory Needs Improvement Unsatisfactory

Assessment

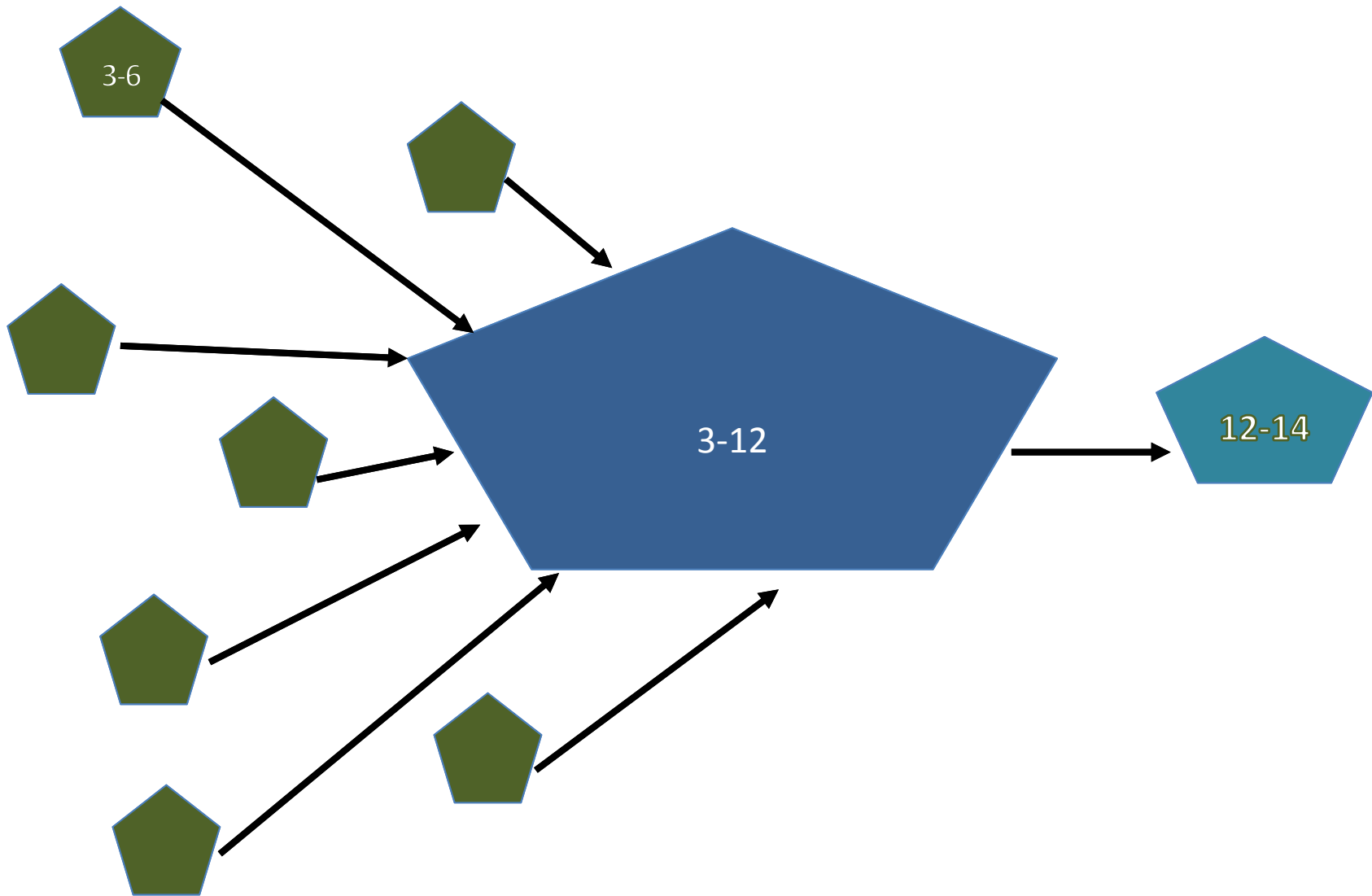
Exemplary Satisfactory Needs Improvement Unsatisfactory

Realizing the Vision

Potential Pathways

#1 Status Quo		#2 Restore UE 3 Year Cycle Keep MS at Gunston		#3 1 Program/1 Roof	
Benefits	Costs	Benefits	Costs	Benefits	Costs

- Don't forget the goals:
1. Full Implementation
 2. Comprehensive
 3. Accessible



Next Steps

Questions to Address

The logo features a dark blue background with a faint, light blue map of the United States. The text is centered and reads: NATIONAL CENTER for MONTESSORI in the PUBLIC SECTOR.

NATIONAL CENTER for
MONTESSORI in the PUBLIC SECTOR

For more information visit:

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