



Common Threads on Montessori Implementation

Montessori Teachers

- School employs Montessori teachers who have Montessori credentials for the levels they teach.
- Schools strive to hire after 2015, Montessori teachers that hold a minimum of a bachelor's degree.
- Teachers' qualifications are aligned with those required for training by AMI or AMS national organizations.
- School provides classroom teachers with ongoing Montessori consultation and/or professional support provided by experienced, credentialed Montessori educators.
- School employs one assistant/paraprofessional per classroom, (balancing the child's need for independence with the school's responsibility for safety) and said assistant receives Montessori orientation for that role.

Administration

- Administration has a Montessori background &/or credential to ensure the philosophy and practice is maintained.
- Administration maintains commitment to the core Montessori curriculum and instruction irrespective of administrative staff change.
- Administration engages in opportunities to educate the external community about Montessori philosophy.
- Administration recognizes that the best implementation process to start a new classroom is to begin with the youngest age of the level, and add one age at a time for a gradual progression.
- School maintains membership with one or more of the professional Montessori organizations and seeks accreditation to maintain standards of best practice.

Recruitment/Parent Education

- Schools partner with parents as part of the school culture.
- School provides Montessori parent education programs that promote understanding of Montessori principles and curriculum.
- School provides parent support programs that offer insight, understanding and response options in support of the developmental needs of the child.
- School develops an admission process that informs parents about the nature of Montessori and seeks the necessary commitment to the program.

Curriculum/Environment

- School offers a full complement of Montessori materials in each classroom
- School develops a classroom design that is compatible with Montessori "prepared environment" principles.
- School creates independent uninterrupted daily work periods of 2 to 3 hours, considering the 3-hour work cycle as ideal.
- School ensures that specials programs (music, art, physical education, etc.) are scheduled outside the independent work periods or integrated seamlessly in the classroom in a non-intrusive way.
- School optimally applies multi-age groupings: 0-18 months; 15 months – 3 years; 2.5-6; 6-9, 9-12, or 6-12; 12-15 and 15-18 necessary for the diversity, flexibility, and reduced competition integral to the Montessori approach.

Assessment

- School requires planning, record keeping and assessment to ensure accountability.
- School uses a process of reporting student progress that is compatible with Montessori and includes parent conferences and authentic assessment tools such as observation, portfolio, narratives, performance assessment with rubric, etc.
- School implements assessments such that the character of the Montessori program is not compromised.

Professional Development

- School offers and teachers participate in on-going professional development on pertinent topics provided by field specialists.

Note: This document was created and approved by Montessori Schools of Connecticut in 2014. It is based on the document, "Essential Elements of Successful Montessori Schools in the Public School Sector" which was drafted by several Montessori organizations* and endorsed in the late 1990s to guide the development and growth of public school Montessori.

* The American Montessori Society, Association Montessori Internationale, North American Montessori Teachers' Association, Montessori Educational Programs International, and Southwestern Montessori Training Center.