

Name of School	AMS member #



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AMS SCHOOL ACCREDITATION REPORT

Standards-Based Protocol (2021)

SCHOOL INFORMATION		
Name of School Montessori Academy of North Hoffman		AMS membership number (required) 14493
Head of School Sara Motlagh	Head of School Email motlagh@manh.org	
School's Street Address 1200 Freeman Rd., Hoffman Estates, IL 60192		City, State, Zip, Country (if outside Continental US)
Phone (847)705-1234	Website www.manh.org	Fax (847) 496-5215
Contact Person for School Accreditation, including title, if different from Head of School		Contact Person Email
Levels Served by the School and Number of Classrooms <input checked="" type="checkbox"/> Infant (Birth – 18 months) <input checked="" type="checkbox"/> Toddler (18 – 36 months) <input type="checkbox"/> Early Childhood (2.5 years – 6 years) <input type="checkbox"/> Lower Elementary (6 years – 9 years) <input checked="" type="checkbox"/> Elementary (6 years – 12 years) <input type="checkbox"/> Upper Elementary (9 years – 12 years) <input checked="" type="checkbox"/> Secondary I (12 years – 15 years) <input type="checkbox"/> Secondary I-II (12 years – 18 years) <input checked="" type="checkbox"/> Secondary II (15 years – 18 years)		Levels Seeking Accreditation and Number of Classrooms <i>(if different from Levels Served by the School)</i> <input checked="" type="checkbox"/> Infant (Birth – 18 months) <input checked="" type="checkbox"/> Toddler (18 – 36 months) <input checked="" type="checkbox"/> Early Childhood (2.5 years – 6 years) <input type="checkbox"/> Lower Elementary (6 years – 9 years) <input checked="" type="checkbox"/> Elementary (6 years – 12 years) <input type="checkbox"/> Upper Elementary (9 years – 12 years) <input checked="" type="checkbox"/> Secondary I (12 years – 15 years) <input type="checkbox"/> Secondary I-II (12 years – 18 years) <input checked="" type="checkbox"/> Secondary II (15 years – 18 years)
Legal Identity of School (e.g. not-for-profit, charter) nonprofit	Total Enrollment	Year School Founded 1989

NOTE: To mark the checkbox, double-click the checkbox. A window will appear and offer the option of "not checked" and "checked" (under "Default Value"). To check the box, select "checked" and click "OK". If this does not work, then type in "X" next to the checkbox.

I verify that the information submitted in this report is true and correct to the best of my knowledge. In addition, I understand that any omissions, incomplete or unclear information provided in the self-study report will require revisions or resubmissions and that the accreditation process may be suspended until the revision/resubmission is approved.

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Printed Name/Title of Administrative Leader (head of school/principal/executive director)	Signature	Date (mm/dd/yyyy)
Sara Motlagh		

Affirmation of Compliance

Select one: (Refer to Standards and Criteria Checklist)

☒ **The school fully meets 100% of all AMS School Accreditation Standards and Criteria.**

☐ **The school does not meet the following AMS Criteria.**

Please list any unmet criteria here and provide a plan (including timeline) explaining the school's plan for fully meeting all AMS School Accreditation Standards and Criteria.

AMS requires that all accredited schools comply with all applicable federal, state, and local laws and regulations as required by the school's legal status. It is the school's responsibility to be aware of and be compliant with these rules and regulations.

It is not the responsibility of AMS or the Visiting Team to independently verify compliance. Accreditation by AMS is not certification of a school's compliance with applicable laws and regulations.

I, Sara Motlagh, affirm that The Montessori Academy of North Hoffman, is knowledgeable of and complies with applicable federal, state, and local laws and regulations as required by the school's legal status including, but not limited to, those listed in this document.

The school certifies that it is currently in compliance with all applicable federal, state, and local laws and regulations as required by the school's legal status.

X YES ☐ NO

The school certifies that it is not currently under investigation or part of any legal action relating to or arising from the school's failure to follow any of applicable federal, state, and local laws and regulations as required by the school's legal status.

X YES ☐ NO

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The school adheres to all applicable laws and regulations related to the education of students with disabilities, as required by the school's legal status. (Criterion 2.6)

☒ YES ☐ NO

The school certifies that the facilities meet all applicable federal, state, and local laws, standards, and regulation including, but not limited to, the building codes and safety standards as required by local and civil authorities and the Americans with Disabilities Act. (Criterion 6.1)

☒ YES ☐ NO

Is the school required to be licensed?

☒ YES ☐ NO

If the school is required to be licensed, does it have a current, valid license?

☒ YES ☐ NO ☐ N/A

If the school is required to be licensed, what is the name of its licensing agency?

DCFS (0-3 YEARS)_____

(If the school is exempt from licensing or compliance, written documentation verifying the exemption is required to be kept on school grounds.)

Does the school accept state/federal funding?

☐ YES ☒ NO

Does the school utilize/reside in a government building?

☐ YES ☒ NO

I HEREBY SWEAR/AFFIRM THAT, TO THE BEST OF MY KNOWLEDGE AND BELIEF, THE INFORMATION PROVIDED ABOVE IS A FULL AND COMPLETE DISCLOSURE OF THE FACTS REQUIRED AND THAT THE INFORMATION IS TRUE AND CORRECT.

Printed Name/Title of Administrative Leader (head of school/principal/executive director)	Signature	Date (mm/dd/yyyy)
Sara Motlagh		

Printed Name/Title of President of the school's governing body/board (if applicable)	Signature	Date (mm/dd/yyyy)
Eugene Barrinholtz		

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SCHOOL UPDATES

FACULTY AND CLASSROOM INFORMATION

- ☐ Since the application for school accreditation, there has been no change in either the faculty or classroom information.
- ☐ Since the application for school accreditation, there has been a change in the following areas:
- ☒ Faculty Credentials
 - ☒ Faculty Class Assignment(s)
 - ☐ Age range of students in a class
 - ☐ Number of students enrolled in a class
 - ☐ Addition or elimination of a class(s) and/or level(s)

Please describe the changes reported above, including the name & AMS individual ID number of faculty affected:

For each change reported, the school must complete the Faculty and Classroom Information Form.

- ☐ Since the application for school accreditation, new lead teachers were hired.

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Please list the name(s) and AMS individual ID number of new hires, and their classroom assignment:

A Teacher Requirements Verification Form must be completed for each new faculty member.

For questions about school updates and to receive any needed forms, please contact Shannon Rogers, Manager of School Accreditation at: shannon@amshq.org

or

212-358-1250 x 310

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Roster of Committees

Steering Committee		
Name of Chair		Position
Sara Motlagh		Head of School
Name of Co-Chair (if applicable)		Position
Committee Members	Position	Area Assigned
• Derek M. Walker	Office Manager	Sections 2, 5, 8
• Michele Novelli	Site Director	Sections 2, 5, 8
• Joe Azzano	Elementary	3 & 4
• Trang Vu	Elementary	3 & 4
Shelbi Mohebbi	Elementary	3 & 4
Fakhra Ali	Primary	3&4
Erika Danou-Hasan	Erdkinder	3, 4 & 6
Jill Nolan	Erdkinder	3, 4 & 7
Robert Frolick	Erdkinder	9
Caitlin McCaliano	Toddler	3 & 4
Kelly Bach	Infant	4

Standard 1: Philosophy, Mission, and Vision	
Name of Chair	Position
Sara Motlagh	Head of School (HOS)
Committee Members	Position
• Steering Committee	
•	
•	
•	

Standard 2: Governance, Leadership, and Continuous Improvement—Strategic Plan	
Name of Chair	Position
Michele Novelli	Site Director
Committee Members	Position
• Sara Motlagh	
• Ken Douros	Board Secretary
•	
•	

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Roster of Committees

Standard 3: Teaching and Learning—Educational Nature of the School

Name of Chair	Position
Sara Motlagh	HOS
Committee Members	Position
• Joe Azzano	Elementary
• Trang Vu	Elementary
• Shelbi Mohebbi	Elementary
• Fakhra Ali	Primary
Caitlin McCaliano	Toddlers
Erika Danou-Hasan	Erdkinder
Jill Nolan	Erdkinder

Standard 4: Documenting and Using Results—Learner Outcomes

Name of Chair	Position
Sara Motlagh	HOS
Committee Members	Position
• Joe Azzano	Elementary
• Trang Vu	Elementary
• Shelbi Mohebbi	Elementary
• Fakhra Ali	Primary
Caitlin McCaliano	Toddlers
Kelly Bach	Infants
Erika Danou-Hasan	Erdkinder
Jill Nolan	Erdkinder

Standard 5: Personnel

Name of Chair	Position
Sara Motlagh	HOS
Committee Members	Position
• Michele Novelli	Site Director
• Derek Walker	Office Manager
• Shelley Haskins	Former Site Director
•	

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Roster of Committees

Standard 6: Facility Resources

Name of Chair	Position
Molood Naghibzadeh	Director of Operations
Committee Members	Position
• Erika Danou-Hasan	Erdkinder
•	
•	
•	

Standard 7: Finances & Stability

Name of Chair	Position
Molood Naghibzadeh	Director of Director
Committee Members	Position
• Jill Nolan	Erdkinder
•	
•	
•	

Standard 8: Records, Resources, and Support Systems

Name of Chair	Position
Sara Motlagh	HOS
• Michele Novelli	Site Director
• Derek Walker	Office Manager
•	
•	

Standard 9: Stakeholder Communication and Relationships

Name of Chair	Position
Robert Frolick	Erdkinder
Committee Members	Position
• Jill Nolan	Erdkinder
• Erika Danou-Hasan	Erdkinder
•	
•	

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Self-Study Process

Description of the school's self-study process:

- Describe the process used to develop the self-study (including a timeline of activities)
- Describe discoveries, revelations, and/or lessons learned by stakeholder groups
- Describe what the stakeholder groups found to be most beneficial
- Describe the effects of the process on the school's constituents and the school as a whole
- Describe how the school will use what it has learned during the process

Our school is no stranger to the accreditation process. We have gone through an initial accreditation (we were the 42nd school to be accredited in 1999) and 2 reaccreditations thereafter. In light of the timing of working on our self-study (being in the process of lock down, converting to eLearning, and then gearing up to be in person during the pandemic, then dealing with Omicron and multiple outbreak quarantines), I would be remiss if I didn't mention how extremely difficult this process was for our school.

We lost half of the members of our steering committee and had to start the process all over again. Additionally, we had to redo our surveys. With parents not able to physically be in the building until recently, it also proved to be a challenge to receive input from families apart from surveys.

As far as a timeline went, we had monthly steering committee meetings on the second Monday of each month. Additionally, we have 2 all staff meetings per year where we discuss elements of the accreditation process and self-study with the entire school. One held the Friday before Labor Day weekend and the second, the first Friday in February. In an effort to not overburden her teachers, Mrs. Motlagh took on the role of chair of both the steering committee, as well as key standards for the self-study.

Standards 3 and 4 were divided among teachers representing the whole school. We discussed the meaning of each substandard as a group and then the teachers went and completed those sections. We used the shared drives in Google to submit narratives. Mrs. Motlagh then went into each standard, proofed them for content and pasted them into the larger report. Derek Walker, went over final edits and formatting.

We pushed through to complete this report, but because of the timing and where we are in the process of this pandemic, this process felt rushed and not like it has in years past. We really would have appreciated AMS being more sensitive to what these unique challenges have brought to our organization and faculty. With that said, we were able to successfully complete the self study requirements for our reaccreditation.

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School Profile

The profile of the school is a comprehensive narrative of who the school is. This section needs to record an accurate and thorough description of the school's legal composition and report data concerning the makeup of the school community.

This section is captioned by three major headings.

1. The Legal Personality of the School

- The history of the school
- Information on the legal personality of the school, including all pertinent information about how the legal personality informs governance, operations, and decision-making
- Information on the governing body and structure
- An organizational chart
- A description of a system or plan for short- and long-term sustainability of the governing body
- A description, if applicable, of the procedure used to review the Board of Trustees by-laws, nomination process, member's length of term, etc.
- A description of the procedure used to review policies and procedures

2. The Students, Families, Staff, Faculty and Community

- Information on the student body and families
- Demographics of surrounding community or applicant families
- Information on the community in which the school is located
- Information on enrollment; includes enrollment of past three years and projects enrollment for upcoming three years
- Parent education offered by the school
- Information on the staff and faculty
- Teacher Montessori credentials, degrees earned, and AMS membership status of lead teachers
- Professional development for faculty/staff

3. The Facilities and Finances

- Description of the school's facilities
- Floor plan
- Overview of the school's finances

Narration should include:

- Areas of strength
- Areas that need improvement

For more information on writing this section, please refer to the *School Accreditation Handbook*.

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School Profile

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Standards Assessment – Standard 1

STANDARD 1: PHILOSOPHY, MISSION, AND VISION		
The quality Montessori school's mission and vision are student-centered and guided by Montessori philosophy. The school establishes and communicates a shared philosophy that informs all facets of the school's culture, daily operations, and instructional decisions.	STANDARD 1 COMPLIANCE	
	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Fully Met The Standard is "fully met" when evidence is provided to verify that all applicable criteria are met.	<input type="checkbox"/> Fully Met All 6 criteria are met
	<input type="checkbox"/> Not Met	<input type="checkbox"/> Substantially Met 1 criterion is not met
		<input type="checkbox"/> Not Met 2 or more criteria are not met

List of Verification Documents Available for Visiting Team: Standard 1		
Document Name/Method of Verification (i.e. classroom observation, faculty interview, etc.)	For Verification of the Following Criteria (i.e. 1.2, 1.3, and 1.4)	Location (i.e. centralized document box, locked filing cabinet/office, electronic file, etc.)

CRITERIA: The quality Montessori school...

CRITERION 1.1		
Creates written mission and vision statements with input from stakeholder groups.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A		

CRITERION 1.2

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Standards Assessment – Standard 1

Publishes a written non-discrimination policy that addresses race, color, religion, sex (including gender identity, sexual orientation, and pregnancy), national origin, age (40 or older), socio-economic level, physical ability or genetic information, and learning style.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A ISBE		

CRITERION 1.3		
Develops and updates a demographic profile of the school, its students and faculty/staff, and the community.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A ISBE, IDPH		

CRITERION 1.4		
Communicates the mission and vision to build stakeholder understanding and support.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A		

CRITERION 1.5		
Reviews the school's mission and vision annually to ensure alignment with its educational goals and philosophy.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A		

CRITERION 1.6		
Has created and continues to foster a program, culture, and inclusive community of students, families, faculty and staff, and governing body (if applicable), that embraces diverse perspectives, cultures, backgrounds, and identities.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes

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Standards Assessment – Standard 1

	<input type="checkbox"/> No	<input type="checkbox"/> No
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A		

NOTE: To mark the checkbox, double-click the checkbox. A window will appear and offer the option of “not checked” and “checked” (under “Default Value”). To check the box, select “checked” and click “OK”. If this does not work, then type in “X” next to the checkbox.

Narrative: Discuss **HOW** your school currently meets this Standard and all of its criteria.

At the start of the 2019-2020 academic year, we assembled our steering committee to review our current mission statement with the intention of creating a new mission statement that would provide a more succinct description of what we do here at MANH. While we agreed that our existing mission statement captured the personality and intent of our school, it felt a bit vague. Our goal was to create a mission statement that would capture what makes our school special in a succinct way.

The committee began by reviewing the existing mission statement and highlighting the key components that defined our school. Our prior mission statement focused on providing a family-friendly environment based on mutual understanding, respect and cooperation. While we felt that this was part of what we do, we wanted to begin with a vision statement that honored the spiritual embryo within each child.

Having served students for the first 3 planes of development we are affirmed in knowing that our children innately know who they are. Their journey with us is one of unfolding and self-discovery. It is our honor to show them love and support regardless of their strengths and challenges. Inclusion and diversity are of paramount importance at our school. We look at children as individuals and appreciate them for who they are.

Another key component of our mission is the development of the child and community. We teach our children to think critically about themselves and the world around them. We support them in the development of their skills and interests. In looking at our alumni and their continued dedication to global citizenship, our mission builds from the strong belief in our students to harness their gifts to better the world around them.

Vision:

We believe that each child is on a path of self discovery. We embrace each child’s individual journey and value them for their diverse interests and abilities.

Mission:

Our mission is to create and sustain a diverse community of critical thinkers who use their interests and talents to better the world around them.

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Standards Assessment – Standard 1

We reflect upon our mission and vision throughout the year and share it with all constituents. We have them posted in all classrooms and main areas of the school so that all members of our community and prospective members can see our values.

Areas of Strength: What are your school's strengths in relation to Standard 1?
We are very proud of our missions/vision statements. We finally captured the essence of who we are without excessive verbiage. .

Areas of Needed Improvement: How can your school improve in relation to Standard 1?
We could do a better job of highlighting the mission and vision statements in all parent education sessions and parent teacher conferences.

Goals: As you review your responses to the indicators of your school's compliance with each criterion, what major trends, areas of focus, or goals emerge that relate to Standard 1? Include goals to address the areas of needed improvement.

FOR USE BY THE ONSITE VISITING TEAM ONLY:

- Anecdotal evidence of the school's compliance or non-compliance with the applicable Standard and corresponding criteria that is collected by the team over the course of the onsite visit should be presented in narrative form in the comments section.
- A recommendation **must** be included for any criterion marked "no".
- Only commendations and recommendations discussed, corroborated, and agreed upon by all team members may be included in the final report.

Comments:

Commendations:

Recommendations:

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Standards Assessment – Standard 2

STANDARD 2: GOVERNANCE, LEADERSHIP, AND CONTINUOUS IMPROVEMENT—STRATEGIC PLAN		
The quality Montessori school promotes student learning and school effectiveness through strong governance and leadership that are aligned with the school's mission and vision. It establishes, implements, monitors, and refines a strategic planning process to demonstrate continuous improvement.	STANDARD 2 COMPLIANCE	
	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Fully Met The Standard is “fully met” when evidence is provided to verify that all applicable criteria are met.	<input type="checkbox"/> Fully Met All 18 criteria are met
	<input type="checkbox"/> Not Met	<input type="checkbox"/> Substantially Met Up to 2 criteria are unmet, but no more than one criterion may be unmet per category
		<input type="checkbox"/> Not Met 3 or more criteria are not met OR 2 or more criteria are not met in the same category

List of Verification Documents Available for Visiting Team: Standard 2		
Document Name/Method of Verification (i.e. classroom observation, faculty interview, etc.)	For Verification of the Following Criteria (i.e. 1.2, 1.3, and 1.4)	Location (i.e. centralized document box, locked filing cabinet/office, electronic file, etc.)

GOVERNANCE

CRITERIA:

The governing body...

CRITERION 2.1		
Establishes written policies and procedures that provide for the operation of the school and for the short- and long-term sustainability of the governing body and school leadership.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No

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Standards Assessment – Standard 2

Please list any applicable state and/or licensing regulation (s) that the school must comply with. ☐ N/A

CRITERION 2.2

Functions as the strategic, policy-setting body and delegates responsibility to the head of school/principal/executive director (“administrative leader”) for implementation of the strategic plan and all school operations.

School Self-Assessment

Visiting Team Assessment

☒ Yes

☐ Yes

☐ No

☐ No

Please list any applicable state and/or licensing regulation (s) that the school must comply with. ☐ N/A

CRITERION 2.3

Provides support to and evaluation of the administrative leader.

School Self-Assessment

Visiting Team Assessment

☒ Yes

☐ Yes

☐ No

☐ No

Please list any applicable state and/or licensing regulation (s) that the school must comply with. ☐ N/A

CRITERION 2.4

Provides an organizational chart that clearly defines roles, lines of authority, relationships, and accountability.

School Self-Assessment

Visiting Team Assessment

☒ Yes

☐ Yes

☐ No

☐ No

Please list any applicable state and/or licensing regulation (s) that the school must comply with. ☐ N/A

CRITERION 2.5

Is knowledgeable of and complies with applicable federal, state, and local laws, standards, and regulations. (If the school is exempt from licensing or compliance, written documentation verifying the exemption is required to be kept on school grounds.)

School Self-Assessment

Visiting Team Assessment

☒ Yes

☐ Yes

☐ No

☐ No

Please list any applicable state and/or licensing regulation (s) that the school must comply with. ☐ N/A

CRITERION 2.6

Adheres to all applicable laws and regulations related to the education of students with disabilities.

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Standards Assessment – Standard 2

	Self-Assessment	Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
<i>Please list any applicable state and/or licensing regulation (s) that the school must comply with.</i> <input type="checkbox"/> N/A		

LEADERSHIP

The administrative leader...

CRITERION 2.7		
Promotes a culture of participation, responsibility, and ownership.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
<i>Please list any applicable state and/or licensing regulation (s) that the school must comply with.</i> <input type="checkbox"/> N/A		

CRITERION 2.8		
Provides opportunities for collaboration among stakeholders to make the school's mission and vision a reality.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
<i>Please list any applicable state and/or licensing regulation (s) that the school must comply with.</i> <input type="checkbox"/> N/A		

CRITERION 2.9		
Seeks and responds to school community concerns in order to clarify expectations and to strengthen stakeholder commitment.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
<i>Please list any applicable state and/or licensing regulation (s) that the school must comply with.</i> <input type="checkbox"/> N/A		

CRITERION 2.10		
Institutes, publishes, and facilitates systems that promote consistency and continuity of the curriculum within and across program levels.	School Self-Assessment	Visiting Team Assessment

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Standards Assessment – Standard 2

	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
<i>Please list any applicable state and/or licensing regulation (s) that the school must comply with.</i> <input type="checkbox"/> N/A		

CRITERION 2.11		
Employs a system that analyzes learner outcomes and school effectiveness.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
<i>Please list any applicable state and/or licensing regulation (s) that the school must comply with.</i> <input type="checkbox"/> N/A		

CRITERION 2.12		
Ensures oversight of curricular and extracurricular activities that are sponsored/offered by the school.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
<i>Please list any applicable state and/or licensing regulation (s) that the school must comply with.</i> <input type="checkbox"/> N/A		

CONTINUOUS IMPROVEMENT—STRATEGIC PLAN

The governing body together with school leadership:

CRITERION 2.13		
Ensures that plans for continuous improvement are aligned with the mission and vision of the school and the expectations for student learning.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
<i>Please list any applicable state and/or licensing regulation (s) that the school must comply with.</i> <input type="checkbox"/> N/A		

CRITERION 2.14		
Engages stakeholder groups in a continuous process of improvement that results in a written multi-year Strategic Plan.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes

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Standards Assessment – Standard 2

	<input type="checkbox"/> No	<input type="checkbox"/> No
<i>Please list any applicable state and/or licensing regulation (s) that the school must comply with.</i> <input type="checkbox"/> N/A		

CRITERION 2.15		
Includes in its strategic plan the following: goal statements, person(s)/role(s) responsible for achieving the goal and/or assessing work toward the goal, and financial implications.	School Self-Assessment	Visiting Team Assessment
	X Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
<i>Please list any applicable state and/or licensing regulation (s) that the school must comply with.</i> <input type="checkbox"/> N/A		

CRITERION 2.16		
Uses its strategic plan to guide its work.	School Self-Assessment	Visiting Team Assessment
	X Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
<i>Please list any applicable state and/or licensing regulation (s) that the school must comply with.</i> <input type="checkbox"/> N/A		

CRITERION 2.17		
Annually monitors, evaluates, and updates in writing the progress made toward the goals outlined in the Strategic Plan.	School Self-Assessment	Visiting Team Assessment
	X Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
<i>Please list any applicable state and/or licensing regulation (s) that the school must comply with.</i> <input type="checkbox"/> N/A		

CRITERION 2.18		
Annually communicates the progress and results of improvement efforts to stakeholders.	School Self-Assessment	Visiting Team Assessment
	X Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
<i>Please list any applicable state and/or licensing regulation (s) that the school must comply with.</i> <input type="checkbox"/> N/A		

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NOTE: To mark the checkbox, double-click the checkbox. A window will appear and offer the option of “not checked” and “checked” (under “Default Value”). To check the box, select “checked” and click “OK”. If this does not work, then type in “X” next to the checkbox.

The school’s strategic plan must be attached to the self-study for review

The school’s strategic plan should be a multi-year plan and include goals, person(s) responsible for implementation, and financial implications.

Planning Process: Describe the process used to develop the Strategic Plan and how goals developed in the most recent AMS self-study are incorporated into the Strategic Plan document.

The Head of School’s contract is renewed every 2 years. At the end of the contract year the previous 5 year plan is formally reviewed and resubmitted for Board approval.

Narrative: Discuss **HOW** your school currently meets this Standard and all of its criteria. The Montessori Academy of North Hoffman Board of Directors is comprised of a diverse body of thought leaders with rich backgrounds in public, private and not-for-profit organizations. The Board meets on a regular basis to review ongoing school activities and performance and discuss strategic efforts to support the sustainable development of both the Board and Mrs. Sara Motlagh, our Head of School.

Meeting minutes recorded at each Board meeting capture the key insights obtained during internal discussion and analysis, clearly document strategic intent with future programs and next steps and responsibilities proposed for those programs. Board Meeting Minutes are distributed shortly after the conclusion of each meeting, ratified, and reviewed at the start of subsequent meetings to evaluate progress during the intervening period.

Mrs. Motlagh surfaces issues that arise during the normal course of affairs and either solicits Board advice where needed or keeps the Board informed of progress and intended resolution where their direct oversight is unnecessary. The Board and the Head of School have developed a strong, interdependent and mutually beneficial relationship where direct communications occur in an honest, open environment and challenges can be addressed head on.

The Board strives to maintain its focus on longer-term strategic initiatives, relying on our Head of School, to operationalize and execute those initiatives. Both the Board and Head of School work collaboratively to determine future direction for the school and assessment of the school’s overall performance to plan.

A Head of School Support and Evaluation Committee was formed to ensure Mrs. Motlagh has ready access to the resources she needs to be successful. This Board committee

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conducts formal evaluations with Mrs. Motlagh in her Head of School role, as per the established bylaws, and may also provide more informal feedback as needed as changing conditions require, particularly where unexpected circumstances require a rapid response or change of plans. Once again, an environment of open, honest communication is fundamental to our continuing success in this area.

The Board has worked conscientiously to clarify roles and responsibilities for Board roles and committees, Head of School, and other senior staff. Where necessary the Board has collaborated with the Head of School to establish assigned positions that are granted additional oversight or authority to enact the strategic programs or essential functions necessary to maintain efficient and effective school operations.

Individuals associated with different educational grades, facilities or topics are provided leadership opportunities within those domains and empowered to share their perspective on the needs in each of those areas. Key school staff are invited to meet with the Board or participate on committees to ensure clear lines of communication are maintained and a common understanding of both intention and performance are shared.

The Board of Directors strives to maintain its own health and vitality and a Board Committee on Trustees has been formed to identify and recruit future Board Members with the skills and outlook to be effective contributors to the future of the school. The Board already includes members with strong financial and legal backgrounds that can help ensure compliance with necessary standards and regulations and has, upon occasion, solicited outside counsel to help review policies, understand trends in the broader Montessori community and review current goals and vision against best academic practices.

The Board has held off-site workshops to establish a 5-year vision and has reviewed that vision annually to evaluate progress and adjust direction as conditions have required. The Board also reviews its own internal bylaws and handbooks to ensure consistency with our stated intent, with the latest updates occurring as recently as Q1 2022.

The school has very strong policies with respect to support for students with different abilities and has made supplemental resources available to assist with special needs including sign language interpreters to assist in the classroom. Similarly, the school has strong policies with regards to diversity, equity, and inclusion (DEI) and is proactive in efforts to recruit, embrace and empower both students and faculty from a broad range of backgrounds, skills, and identities to foster a culture of inspired creativity.

The Montessori Academy of North Hoffman has an enthusiastic, intentional, caring and passionate Head of School. Mrs. Sara Motlagh encourages and promotes participation, responsibility and ownership for the staff, the students, and the families in a variety of ways.

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There are monthly staff meetings that provide opportunities for all lead teachers to come together, as well as semi-annual staff meetings for the entire staff to come together. During these times, Mrs. Motlagh reviews Montessori philosophy and pedagogy, as well as provides enhanced professional development opportunities.

Additionally, there are weekly sectional meetings for all teachers. During these times, the various levels meet with their teams to collaborate, discuss logistics, share observations, and support each other. The specialty classes, such as Art and Music, are set up strategically so that the co-teachers or assistant teachers have 45-minute blocks of time during the week that they can use for planning.

There is a strong Parent Teacher Organization (PTO) that encourages participation and involvement from all parents who would like to and are able to be involved. Mrs. Motlagh meets regularly with the PTO to encourage participation in the areas of community service, event planning and fundraising.

Mrs. Motlagh's door is always open to parents, students and staff members. She is open-minded and listens to concerns and suggestions and tries to implement strategies for resolutions right away. She makes herself available at the beginning and end of the school day in order to connect with students and parents. She sends out regular email communication in regard to school happenings, events, and parent educational opportunities. She sees and responds to school community concerns in order to clarify expectations and to strengthen stakeholder commitment.

Mrs. Motlagh creates a 5-year plan which includes major goals for continuous school improvement. The plan includes the goals, the people responsible for carrying them out, an estimated timeline, and financial implications. The 5-year plan is presented to the Board for approval. Key items included in the 5-year plan are shared with stakeholders. This plan becomes the overarching guide for decision-making processes at school. Key items are shared with parents as goals. One example is the goal of fundraising toward the purchase of new playgrounds at the Freeman East and Huntington Campuses.

The Head of School organizes the school calendar in such a way to provide Parent Teacher Conferences twice per school year. Conference reports are created by the teachers and shared with parents and administration. Mrs. Motlagh can access those reports as needed for analyzing learner outcomes and the school's effectiveness.

Toward the end of each academic year, the students in grades 1-12 participate in standardized testing. Mrs. Motlagh reviews and analyzes these scores each summer and meets with the teachers to discuss curricular decisions and if there are areas which may require more attention and care.

Throughout the entire school year, Mrs. Motlagh spends time in each classroom. In order to promote consistency and continuity of the curriculum within and across program

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levels, she informally observes and provides support to teachers on a regular basis. She formally observes the classroom environments, teachers and students at least once per school year.

Mrs. Motlagh adapted the MANH Observation Protocol, using various other forms to align expectations. This protocol is given to the teachers following her observation, and a follow-up meeting is scheduled. Additionally, Mrs. Motlagh meets with the program level teams during their sectional meetings to ensure oversight of the curricular and extracurricular activities and to promote consistency and continuity of the curriculum. For example, she meets with them to discuss topics such as the School Calendar, Field Trips, Presentation Nights and the Summer Program. She also meets with outside organizations, such as the art program Matisse, Monet and Me, to determine if the after-school extracurricular activities that the School is providing for students is in alignment with the School's mission and vision.

When looking at the goals for continuous improvement, the Head of School is working with the mission and vision of the school in mind. There are ample opportunities for collaboration during staff meetings and weekly sectional meetings. These conversations and sharing of anecdotal and rubric based assessments keep us always working in the present with the future in mind. Much like the mission and vision of the school, the Head of School uses what is shared from each program level to enhance the multi-year strategic plan.

We are dedicated to the continuous growth and improvement of our schools' programs. One example that came out of an elementary sectional meeting was the need for reading intervention. As a result, we incorporated an Orton Gillingham approach to reading with groups of 3-5 students 5 days a week. Another example of this can be when we transitioned English Language Arts (ELA) teachers (2 left and 2 joined us) in the Erdkinder program we did assessments of the Erdkinder students and realized that many of them were not as prepared as they should be. We therefore restructured the class schedule to account for 2 periods of ELA each day. We are planning to revisit the growth of the students to determine if the 2 period of ELA is still needed.

The strategic plan is a "live document." Adjustments are made accordingly. These last 2 years have made longer term planning more challenging, but the more we learned about Covid updates, the more solidified it became.

We communicate progress and improvement efforts to parents in a variety of ways: we blog, we use Transparent Classroom, we have displays of cultural work representing all 3 campuses which aligns with the cosmic curriculum. While so much communication has been about COVID the last 2 years, we do our best to also put our improvement efforts in all aspects of school for parents to see.

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Standards Assessment – Standard 2

Areas of Strength: What are your school's strengths in relation to Standard 2?
The school's commitment to continuous growth and utilizing a comprehensive 5 year strategic plan in order to ensure goals are met.

Areas of Needed Improvement: How can your school improve in relation to Standard 2?
We could be more transparent regarding the 5 year plan with all constituents.

Goals: As you review your responses to the indicators of your school's compliance with each criterion, what major trends, areas of focus, or goals emerge that relate to Standard 2? Include goals to address the areas of needed improvement.

FOR USE BY THE ONSITE VISITING TEAM ONLY:

- Anecdotal evidence of the school's compliance or non-compliance with the applicable Standard and corresponding criteria that is collected by the team over the course of the onsite visit should be presented in narrative form in the comments section.
- A recommendation **must** be included for any criterion marked "no".
- Only commendations and recommendations discussed, corroborated, and agreed upon by all team members may be included in the final report.

Comments:

Commendations:

Recommendations:

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Standards Assessment – Standard 3

STANDARD 3: TEACHING AND LEARNING – Educational Nature			
<p>A quality Montessori school implements a Montessori curriculum based on clear and measurable learner outcomes. Students actively engage in the learning process, exhibit joy in learning, and apply their knowledge and skills to real-world situations.</p>	STANDARD 3 COMPLIANCE		
	School Self-Assessment	Visiting Team Assessment	
	<input type="checkbox"/> Fully Met The Standard is “fully met” when evidence is provided to verify that all applicable criteria are met.	<input type="checkbox"/> Fully Met	
		1 Level (i.e. EC)	29 applicable criteria are met
		2 Levels (i.e. I/T and EC)	31 applicable criteria are met
		3 Levels (i.e. I/T, EC, EL)	33 applicable criteria are met
		4 Levels (i.e. I/T, EC, EL, S)	35 criteria are met
		<input type="checkbox"/> Substantially Met	
		1 Level (i.e. EC)	26 applicable criteria are met
		2 Levels (i.e. I/T and EC)	29 applicable criteria are met
<input type="checkbox"/> Not Met	<input type="checkbox"/> Not Met		
	1 Level (i.e. EC)	3 or more criteria out of 29 applicable criteria are not met	
	2 Levels (i.e. I/T and EC)	2 or more criteria out of 31 applicable criteria are not met	
	3 Levels (i.e. I/T, EC, EL)	2 or more criteria out of 33 applicable criteria are not met	
	4 Levels (i.e. I/T, EC, EL, S)	3 or more criteria out of 35 applicable criteria are not met	

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Standards Assessment – Standard 3

List of Verification Documents Available for Visiting Team: Standard 3		
Document Name/Method of Verification (i.e. classroom observation, faculty interview, etc.)	For Verification of the Following Criteria (i.e. 1.2, 1.3, and 1.4)	Location (i.e. centralized document box, locked filing cabinet/office, electronic file, etc.)

CRITERIA: Montessori Learning Environment

CRITERION 3.1
The quality Montessori environment...

SUB-CRITERION 3.1.1		
Includes programmatically appropriate furnishings (tables, chairs, etc.) of appropriate size and quantity.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No

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Please list any applicable state and/or licensing regulation (s) that the school must comply with. ☐
N/A

SUB-CRITERION 3.1.2

Is clean and orderly to promote student independence.

**School
Self-Assessm
ent**

**Visiting Team
Assessment**

☒ Yes

☐ Yes

☐ No

☐ No

Please list any applicable state and/or licensing regulation (s) that the school must comply with. ☐
N/A

SUB-CRITERION 3.1.3

Has accessible storage area(s) for students' belongings.

**School
Self-Assessm
ent**

**Visiting Team
Assessment**

☒ Yes

☐ Yes

☐ No

☐ No

Please list any applicable state and/or licensing regulation (s) that the school must comply with. ☐
N/A

SUB-CRITERION 3.1.4

Has a water source available as needed for independent student work.

**School
Self-Assessm
ent**

**Visiting Team
Assessment**

☒ Yes

☐ Yes

☐ No

☐ No

Please list any applicable state and/or licensing regulation (s) that the school must comply with. ☐
N/A

SUB-CRITERION 3.1.5

Allows for a variety of activities such as individual/group, floor/table, noisy/quiet, and active/sedentary.

**School
Self-Assessm
ent**

**Visiting Team
Assessment**

☒ Yes

☐ Yes

☐ No

☐ No

Please list any applicable state and/or licensing regulation (s) that the school must comply with. ☐
N/A

CRITERION 3.2

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Instructional Materials

SUB-CRITERION 3.2.1		
<p>Classroom environments are equipped with the fundamental Montessori materials. Curriculum support materials to meet the needs of the student may be incorporated into the classroom, provided that they do not replace the primary use of the Montessori materials.</p> <p><i>A list of fundamental and other suggested materials for each age level is provided in the AMS School Accreditation Handbook. This guides quality Montessori schools in preparing and assessing environments and selecting materials for each age level.</i></p>	School Self-Assessment	Visiting Team Assessment
	X Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
<p>Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/></p> <p>N/A</p>		

SUB-CRITERION 3.2.2		
<p>Classroom materials are aesthetically displayed and appropriately accessible to students.</p>	School Self-Assessment	Visiting Team Assessment
	X Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
<p>Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/></p> <p>N/A</p>		

SUB-CRITERION 3.2.3		
<p>Classroom materials are purposefully sequenced (generally left-to-right, top-to-bottom) according to the school's scope & sequence.</p>	School Self-Assessment	Visiting Team Assessment
	X Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
<p>Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/></p> <p>N/A</p>		

SUB-CRITERION 3.2.4		
<p>Schools inspect and evaluate materials regularly for completeness and good working condition and keep a school-wide inventory of all instructional materials and furnishings, including a repair and replacement plan.</p>	School Self-Assessment	Visiting Team Assessment
	X Yes	<input type="checkbox"/> Yes
	X No	<input type="checkbox"/> No

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Please list any applicable state and/or licensing regulation (s) that the school must comply with. ☐ N/A

Erdkinder: Montessori Learning Relationships

CRITERION 3.3		
<p>School structures classes with Montessori multi-age groupings.* All levels must be structured and staffed for the following multi-age groupings:</p> <ul style="list-style-type: none"> • Infant: within the range of Birth-18 months • Toddler: within the range of 15 to 36 months • Early Childhood: a 3-year age group within the range of 2.5 years to 6 years • Lower Elementary: 6 years to 9 years • Upper Elementary: 9 years to 12 years • or Elementary I-II: ages 6 years to 12 years • Secondary: the school must offer an age grouping of either 12-14, 14-16, 16-18 years of age or 12-15, 15-18 years of age. <p>A "bridge" program between Toddler and Early Childhood does not satisfy this criterion.</p> <p>Schools with a multi-age grouping variance listed in the document "Grandfathered Multi-Age Grouping Variances 2014" (dated October 3, 2014) are grandfathered such that they may maintain the age-grouping(s) for which the variance was granted. The accreditation status of these schools must be noted in their listing on the AMS website and in all other AMS accredited school listings, as well in the schools' own marketing materials. The exact wording that must be used is: "Accredited with non-traditional Montessori age groupings." Failure of a school to comply with this language will result in revocation of AMS accreditation.</p>	School Self-Assessment	Visiting Team Assessment
	X Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
<p>Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A</p>		

CRITERION 3.4		
<p>School administrators and educators shall ensure that students with disabilities are educated with their non-disabled peers to the greatest extent appropriate, utilizing push-in supports and programs wherever appropriate. Students with disabilities shall be removed from the regular classroom setting for the provision of instruction and/or services only where necessary and individually appropriate.</p>	School Self-Assessment	Visiting Team Assessment
	X Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
<p>Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A</p>		

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Standards Assessment – Standard 3

Montessori Learning Activities

CRITERION 3.5
<i>Curriculum Design and Implementation of Instructional Programs</i>
The school provides a comprehensive Montessori educational curriculum based on Montessori's fundamental philosophy of the child and the Montessori planes of development, with clearly-defined learner outcomes. (See <i>AMS Montessori Program Characteristics Papers in the School Accreditation Handbook</i> .)

SUB-CRITERION 3.5.1		
Infant and Toddler (Birth–3) The Infant and Toddler curriculum is based on six integrated developmental areas: sensory and perceptual, cognitive, physical, gross and fine motor, self-help skills, and social/emotional development. The learning environment fosters freedom of movement, integrates daily routines, and provides experiences that develop a child's growth and independence. Indicators of successful implementation include students engaging in daily activities based on their needs, capabilities, and interests.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
	<input type="checkbox"/> N/A (School does not offer this level)	<input type="checkbox"/> N/A (School does not offer this level)
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/>		
N/A		

SUB-CRITERION 3.5.2		
Early Childhood (2.5–6) The Early Childhood curriculum integrates the core areas of Practical Life, Sensorial, Math, Language, Peace and Cosmic Education, and Cultural Subjects. The learning environment is student-centered and self-directed. It promotes the development of order, coordination, concentration, and independence. Indicators of successful implementation include student engaging in self-directed learning and completing cycles of work independently.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
	<input type="checkbox"/> N/A (School does not offer this level)	<input type="checkbox"/> N/A (School does not offer this level)
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/>		
N/A		

SUB-CRITERION 3.5.3			
Elementary I (6–9) and Elementary II (9–12)		School Self-Assessment	Visiting Team

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<p>The Elementary curriculum integrates the core subjects of Mathematics (including geometry and algebra), Biological and Physical Sciences, Technology, Language Arts and Literature, History, Physical and Political World Geography, Civics, Economics, Anthropology, Peace and Cosmic Education, Art, Music, Additional/World Language, and Physical Education. Individually-paced academic progress allows students to explore their interests and acquire the mastery of basic skills and knowledge. The learning environment is student-centered and designed to promote the development of organizational and time management skills, conflict resolution skills, concentration, independence, cooperation, and collaboration. Indicators of successful implementation include teacher guidance, assessment in planning in concert with student planning, monitoring, and assessing their own work and demonstrating responsibility for their own learning and actions.</p>			Assessment
	Elementary I	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
		<input type="checkbox"/> No	<input type="checkbox"/> No
		<input type="checkbox"/> N/A (School does not offer this level)	<input type="checkbox"/> N/A (School does not offer this level)
	Elementary II	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
		<input type="checkbox"/> No	<input type="checkbox"/> No
<input type="checkbox"/> N/A (School does not offer this level)		<input type="checkbox"/> N/A (School does not offer this level)	
<p>Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A</p>			

SUB-CRITERION 3.5.4

<p>Secondary I (12–14/15) and Secondary II (14/15–18)</p> <p>In addition to the core curriculum areas of Math, Language Arts, Social Studies, Science, Additional/World Language, and Creative Arts, the Secondary curriculum includes opportunities for community service, career exploration, economic awareness, technology, peace and cosmic education, physical education, outdoor education, and field studies. The curriculum prepares students for post-secondary education or careers through self-construction, extensive self-reflection, and opportunities for leadership and personal responsibility. Personality integration and stewardship of the Earth and humanity are crucial elements of the curriculum. Students' independent decision-making, problem solving, community building, and application of learning</p>		School Self-Assessment	Visiting Team Assessment
	Secondary I	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
		<input type="checkbox"/> No	<input type="checkbox"/> No
		<input type="checkbox"/> N/A (School does not offer this level)	<input type="checkbox"/> N/A (School does not offer this level)
	Secondary II	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
		<input type="checkbox"/> No	<input type="checkbox"/> No
<input type="checkbox"/> N/A (School does not offer this level)		<input type="checkbox"/> N/A (School does not offer this level)	

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indicate successful implementation of the curriculum.			
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A			

CRITERION 3.6		
The school publishes and follows a written scope and sequence, across all program levels within the school, which is communicated to all constituencies.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	No	<input type="checkbox"/> No
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A		

CRITERION 3.7
The school provides uninterrupted work periods of a length appropriate to the age of students served, to support student learning. (See <i>The Montessori Uninterrupted Work Period in the School Accreditation Handbook</i> .)

SUB-CRITERION 3.7.1		
Infant & Toddler: the school allocates and protects at minimum a 2-hour work cycle daily. The time block allows for adult-assisted mealtime, snacks, hygiene, and nap/rest routines.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
	<input type="checkbox"/> N/A (School does not offer this level)	<input type="checkbox"/> N/A (School does not offer this level)
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A		

SUB-CRITERION 3.7.2		
Early Childhood: the school allocates and protects at minimum a 2-hour work cycle, 4 days per week. A 3-hour uninterrupted work cycle, 5 days per week is optimal.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
	<input type="checkbox"/> N/A (School does not offer this level)	<input type="checkbox"/> N/A (School does not offer this level)
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A		

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SUB-CRITERION 3.7.3		
Elementary: the school allocates and protects at minimum a 2-hour work cycle, 4 days per week. A 3-hour uninterrupted work cycle, 5 days per week is optimal.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
	<input type="checkbox"/> N/A (School does not offer this level)	<input type="checkbox"/> N/A (School does not offer this level)
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A		

SUB-CRITERION 3.7.4		
Secondary: The school allocates and protects at minimum a 2-hour work cycle for core curricular subjects (math, English, history or humanities, sciences, and additional world language(s).	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
	<input type="checkbox"/> N/A (School does not offer this level)	<input type="checkbox"/> N/A (School does not offer this level)
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A		

CRITERION 3.8		
The school does not schedule enrichment programs, group snack, whole-group lessons, recess, and transition times during uninterrupted blocks of student work time.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A		

Montessori Spirituality

The quality Montessori school...

CRITERION 3.9		
Implements a curriculum that encourages the realization of Montessori's vision of a peaceful world.	School	Visiting Team

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Standards Assessment – Standard 3

	Self-Assessment	Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
<i>Please list any applicable state and/or licensing regulation (s) that the school must comply with.</i> <input type="checkbox"/> N/A		

CRITERION 3.10		
Creates and follows policies that speak to the social and emotional health of the students.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
<i>Please list any applicable state and/or licensing regulation (s) that the school must comply with.</i> <input type="checkbox"/> N/A		

CRITERION 3.11		
Engages students in environmental stewardship and sustainability activities to foster Montessori's vision of maintaining the planet.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
<i>Please list any applicable state and/or licensing regulation (s) that the school must comply with.</i> <input type="checkbox"/> N/A		

What the Montessori Teacher Is

The Montessori teacher is...

CRITERION 3.12		
One who demonstrates knowledge and internalization of the core beliefs of Montessori philosophy, such as respect for the individual learner; preparation of self and the environment; fostering independence, order and concentration in the student; respect for and recognition of sensitive periods, planes of development, intrinsic motivation of the student, and the absorbent mind.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
<i>Please list any applicable state and/or licensing regulation (s) that the school must comply with.</i> <input type="checkbox"/> N/A		

CRITERION 3.13		
One who demonstrates fundamental communication skills to support the social and emotional development of students and to communicate with parents about student's social/emotional and academic progress.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes

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	<input type="checkbox"/> No	<input type="checkbox"/> No
<i>Please list any applicable state and/or licensing regulation (s) that the school must comply with.</i> <input type="checkbox"/> N/A		

What the Montessori Teacher Does

The Montessori teacher...

CRITERION 3.14		
Designs and uses instructional strategies, innovations, and activities that are observation- and research-based, meet student needs, and reflect Montessori best practice.	School Self-Assessment	Visiting Team Assessment
	X Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
<i>Please list any applicable state and/or licensing regulation (s) that the school must comply with.</i> <input type="checkbox"/> N/A		

CRITERION 3.15		
Promotes active involvement of students in the learning process.	School Self-Assessment	Visiting Team Assessment
	X Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
<i>Please list any applicable state and/or licensing regulation (s) that the school must comply with.</i> <input type="checkbox"/> N/A		

CRITERION 3.16		
Provides for a balance of uninterrupted, self-directed, self-teaching, and collaborative activities with the presentation of individual, small, and large group lessons.	School Self-Assessment	Visiting Team Assessment
	X Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
<i>Please list any applicable state and/or licensing regulation (s) that the school must comply with.</i> <input type="checkbox"/> N/A		

CRITERION 3.17		
Implements and keeps clear, written records of individual, small, and large group lessons and activities and uses a comprehensive record keeping system that accurately reflects each student's development.	School Self-Assessment	Visiting Team Assessment
	X Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
<i>Please list any applicable state and/or licensing regulation (s) that the school must comply with.</i> <input type="checkbox"/> N/A		

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CRITERION 3.18		
Observes the overall classroom environment during individual lessons and records observations.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
<i>Please list any applicable state and/or licensing regulation (s) that the school must comply with.</i> <input type="checkbox"/> N/A		

CRITERION 3.19		
Supports students in assessing their work as developmentally appropriate.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
<i>Please list any applicable state and/or licensing regulation (s) that the school must comply with.</i> <input type="checkbox"/> N/A		

CRITERION 3.20		
Uses various methods of communication to discuss student development with parents.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
<i>Please list any applicable state and/or licensing regulation (s) that the school must comply with.</i> <input type="checkbox"/> N/A		

CRITERION 3.21		
Implements accommodations and interventions to help students meet expectations for student learning, in consultation with school administrators and parents.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
<i>Please list any applicable state and/or licensing regulation (s) that the school must comply with.</i> <input type="checkbox"/> N/A		

CRITERION 3.22		
Recognizes and provides opportunities for students to participate in meaningful, age-appropriate leadership activities.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes

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	<input type="checkbox"/> No	<input type="checkbox"/> No
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A		

NOTE: To mark the checkbox, double-click the checkbox. A window will appear and offer the option of “not checked” and “checked” (under “Default Value”). To check the box, select “checked” and click “OK”. If this does not work, then type in “X” next to the checkbox.

Educational Nature of the School

Describe the educational nature with specific, descriptive examples for each age level served by the school.

I. The Montessori Learning Environments

A Student-Centered Environment

A Responsive, Adaptive Prepared Environment

Self-Realized Competence

Infant Toddler:

The classroom provides low tables, infant and toddler size chairs, low sink for handwashing, pitchers of water and snacks that are at a child friendly height for when they are hungry/thirsty. Child size cubbies to store coats and shoes allow for the children to be independent when dropped off and picked up.

INFANT ROOM

3 child size tables
4 child size chairs
2 child size sinks
1 child size toilet
5 cribs
2 walkers

TODDLER 1

5 child size tables
10 child size chairs
2 child size sinks
1 child size toilet
10 child size cots

TODDLER 2

6 child size tables
10 child size chairs
2 child size sinks
1 child size toilet
10 child size cots



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The classrooms are cleaned and sanitized throughout the day as well as in the morning before the children arrive and after the children leave for the day. We sweep and mop daily after lunch and as needed throughout the day. The children have their own cleaning supplies available to help keep the room clean. The children help with dusting, sweeping, table and chair washing, vacuuming, window washing, and plant maintenance.



- Infant: Children have their own cubby where extra clothes, diapers and wipes are kept.
- Toddler 1 and Toddler 2: Children have their own cubby where their jackets and inside/outside shoes are kept along with an additional bin that stays in the bathroom, where they have extra clothes, diapers and wipes.

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There are two child size sinks in all three 0-3 rooms. Children have a sink to wash their hands and another sink for dishes or as their own water source for their daily tasks. There are also multiple pitchers in the toddler classrooms for them to fill up and use at their table.



The children are free to work at a table or on a rug on the floor. We invite the children to work with their friends on multiple different activities throughout the day. There are times when our classroom is quieter, such as in the morning when we are having an uninterrupted work time. There are other times when we are doing something together that might get a little loud, like playing a game or singing a song. Each classroom has materials designed for gross motor activities within it. Infants, for example, have walkers/push carts and toddlers have pikler triangles and balance beams.

During the school year, when the weather permits, we have the ability to work both inside as well as outside. Each of our toddler classrooms has a room extension to bring the classroom outside. We also offer gross and fine motor activities outside at our park after our morning work period, which includes bikes, climbers and gardening.

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Primary:

It is the teacher's job to provide an inviting and nurturing environment for the child that makes them feel at home the moment he or she walks in. The children feel at ease using the child-sized furniture, which is set up in a thoughtful and organized manner that meets their specific needs. Classes are furnished with a sufficient amount of tables and chairs.

The teacher is also mindful to accommodate the changing needs of their class. The rooms are organized systematically and encourage self-help. Environments are open with ample space for children's belongings. There are shoe cubbies and lockers at all three campuses. At times older children facilitate younger children in finding materials.

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There are low sinks for practical life usage. Children go to the low sink as their main water source. There is a big bucket for emptying the dirty water. If needed, children may stand on a stool to use kitchen and bathroom sinks. Children bring water bottles for water, which can be refilled at the sink. Small trays and small pitchers are all used by the child doing float and sink and gross motor activities such as scrubbing.

Quiet, secluded areas are provided for the children when they need more time to process their work. These areas are located in each classroom and have proven popular with the children, as it allows them to partake in reflective work such as reading a book or writing.



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There are quiet areas for children who require more time to complete their work, or those who are looking to keep focused. These areas are used for a variety of tasks, from creating timelines of Earth's history, number lines, and measuring the distance between two places in the world.



Students have ample opportunities to do their work at smaller tables designed for the individual, and shared work at larger, rectangular tables capable of seating more than two children at a time. There are low tables in the classroom depending on the type of work being performed. They also get a chance to walk around and socialize with peers in high-traffic areas. Practical life can accommodate a small group of children doing their individual work.

Elementary:

In the elementary classroom, students take ownership of their environment. Students are given control over the classroom, their workload, the planning of their day, and their community. This gives students responsibility for their learning and teaches them independence, a key aim of the Montessori educational curriculum.

When students begin their day, they sign in to keep track of their arrival time, which gives them ownership of their attendance and helps motivate them to come to school on time. Students are given a work journal in which they keep track of the presentations they have been given and in which they plan out their day. By giving students the opportunity to keep track of their work, we

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help them learn to manage their time and give them a sense of success when they complete their daily and weekly tasks.

To help them stay on task, teachers meet one-on-one with students on a weekly basis. Before the meeting, students are required to fill out a self-evaluation form. They answer questions such as, “What are you most proud of this week,” “What do you feel was your best work,” and “What do you feel you need to improve on next week?” This helps students reflect on their progress, their successes, and helps them identify areas in which they may struggle. This also gives teachers a way to check in with their students, give constructive feedback, and help the student set appropriate weekly goals.

As students enter upper elementary, they earn the opportunity to plan trips outside the school. As students learn and gain interests in particular areas, they may want to travel off-campus to pursue these interests. For example, if they are interested in ancient civilizations, they may want to travel to a museum to see relics and artifacts from these civilizations.

Students will identify a place they would like to visit and then are given the responsibility for planning and executing the entirety of the trip. They will figure out costs and transportation, contact the facility, email parents to set up rides, plan tours, etc. This teaches them how to plan and prepare for a trip and indirectly teaches them math, money management, communication skills, and responsibility, among other skills.



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Students also take ownership of their classroom and community in the elementary program in a number of ways, including being assigned jobs in their classrooms. Students are in charge of keeping the environment clean through dusting, sweeping, and mopping the floors. They also take care of the plants and animals, handle composting and emptying the garbage and recycling, and organize work shelves and bookshelves, along with any additional tasks that are requested.

Taking care of each other and the community is another important responsibility of the students, who are encouraged to resolve conflicts independently. If assistance is needed, one student is given the job of peace facilitator. The peace facilitator helps students resolve conflicts if they are unable to do so on their own.

This role helps guide the students to a peaceful resolution by asking questions and teaching the students to use “I statements” instead of “you statements,” helping avoid blaming one another, and focusing on how they feel about a situation. The goal is for the peace facilitator to role model proper conflict resolution so that the students will eventually learn to resolve issues on their own.

Within the classroom, students are expected to rely on one another for academic assistance throughout the day. When a student has a question, or doesn’t understand what to do with an assignment, he or she is required to ask at least three fellow classmates for assistance before going to a teacher.

Older students will be partnered up with younger students to help with assignments or teach a small lesson. The goal is for the older student to practice familiar concepts and learn to communicate and break down a topic, and for the younger student to get comfortable going to older students for help as well as learning a new concept.

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Directors and Directresses will break students into groups based on abilities, not age. For example, if a third-year student has strong math skills, he/she may be placed with older students if it is appropriate. The opposite may also occur, meaning older students may be placed in younger groups if extra assistance is needed. The elementary team has an entire 6-year curriculum at their disposal and the teachers will utilize all available lessons and materials to fit the needs of the student.

With these practices, we hope to create independent learners who are able to take care of their environment, work and find help on their own, identify their strengths and weaknesses, reflect on areas they need to improve, and rely on and help their fellow classmates.



Instructional Materials

Elementary:

Both of our Elementary classrooms are all equipped with the recommended/needed classic montessori materials. Our materials act as a continuation of the materials the students used in our Primary classrooms. However, in the Elementary classroom the materials are designed to meet the child's need for more abstract ideas and imaginative inspiration. They are designed as a continuation so that the child can enter a new plane with something comfortable and familiar. The red and blue rods, for example, are a staple of the Primary classroom. When a new first-year student enters the Elementary environment they may see a miniature table-top version of the red and blue rods and will see the red and blue color scheme repeated throughout the math and language sections. This gives them a sense of comfort, of being welcomed into a new home that helps them feel safe.

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Our Elementary materials are designed to give a very concrete and hands-on experience for our younger students. As the child advances through the curriculum (and grows older) the materials transition to become less concrete and more abstract. This matches with their typical plane of development. As Elementary students are growing out of the concrete, hands-on stage of their development, the materials grow along with them.



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In the math section, our beginning curriculum continues right where they left off in the 3-6 environment. Students typically use the golden beads during their final year of 3-6 with the tens and teens board and the 45 layout. In Elementary, we start with the golden beads and use the material to teach all 4 of the basic math operations: addition, subtraction, multiplication, and division. Primary students commonly use the binomial and trinomial cubes and the constructive triangle boxes as sensorial materials.

These materials are also used in the Elementary classroom in the geometry and math curriculum. The pattern for the cubes is used with squaring, multiplication, and cubing work and the triangle boxes are used as geometry materials for learning shapes, equivalency, similarity, and types of triangles. This common ground helps students enter the Elementary environment with a sense of accomplishment and the confidence that they understand the basic building blocks of the Elementary math curriculum before they even begin.

As mentioned above, the materials in the Elementary environment start with very concrete ideas and transition to more abstract use and concepts as the student moves and grows through the curriculum. The golden bead material is very concrete. Students can count exactly how many beads are in each piece to see what the total amount is. As they move to the stamp game, this changes as the 10 and 100 quantities are only represented by the number 10 and 100 on each stamp and the color scheme blue and red, respectively. When they move on to the bead frames, each bead becomes representative of the 10, 100, and 1,000 category without the markings. Eventually they learn to record their answers and figure them on paper with no materials, making the move to abstraction complete.

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The way the materials are placed in the classrooms follows this pattern. The top of the shelves contain the early hands-on/concrete materials. As you move from left to right and from top shelf to bottom shelf the materials become more advanced and abstract in nature. This way, elementary students can easily identify what materials may come next in their sequence regardless of whether or not they have been introduced to the material through a formal lesson. Early in the year the students are shown this layout and are expected to keep the materials in the correct location on each shelf. Students are assigned jobs to inspect the shelves each week to make sure that each material is displayed properly in the correct location. The teachers also check-in frequently to make sure that the shelves are set correctly.

Students and teachers inspect the materials during use to make sure they are clean and undamaged. If there is any issue with the quality of a material it is taken care of first by the student and only brought to the teacher's attention if the students are unable to take care of the maintenance themselves. At the beginning of each school year, students and teachers clean each material and shelf and do an overall inventory of the materials in the classroom. If any are found damaged they are fixed. If any core material is missing or unusable it is reported to the site director who will order new materials as needed each year. Any extra materials or supplementary materials are placed in a shared storage area for use as-needed throughout the year. However, core materials always take precedent and are always out on display in the correct location within the scope and sequence.

Erdkinder:

The Erdkinder environment is well-suited to the optimal learning of our students. We have eight indoor spaces that our students utilize: large homeroom, reflection room, science lab, large all-purpose/lunch room, kitchen, library, art room, and hothouse. Additionally, we have outdoor space and gardens. In our homeroom, the students can sit in their own individual spots at tables or congregate on the stage area when working on group projects, socializing, or relaxing.

The homeroom has a full wall of windows for morning sunlight and additional windows on two other sides of the room which open up to beautiful and inspirational vistas. We have ample shelving for student project displays as well. Our reflection room contains both tables and chairs as well as comfortable lounging chairs and spaces. The reflection room has large windows with a lovely view of the community pond. The science lab is filled with tables and chairs for presentations and individual work stations as well as properly outfitted lab tables for experiments. Our large all-purpose/lunch room is set up with foldable tables and chairs for meals which can be rearranged and removed as the need arises. Students often work on botany and farmers' market projects in this space as well.

The large, well-appointed kitchen contains two refrigerator-freezers, a six-burner stove with oven, and two separate sinks (one for cooking/cleaning and the other for washing and

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rinsing dishe)s. There is ample counter and table space which the students use for food prep and cooking. The library space includes multiple shelving units filled with books for all ages, both fiction and non-fiction, a comfortable seating area for reading, and tables and chairs for research or larger project work. The art room includes the tables, chairs, shelves, sink, and all supplies for the art programs at our school. Additionally, the art room has large windows that allow for natural light. Our hothouse contains large windows which offer a great deal of sun and floor-to-ceiling shelving filled with plants and gardening implements used in our gardening and farmers' market student programs. Outdoors, we have six raised bed gardens for transplanting and growing vegetables and flowers.

Erdkinder students have daily jobs assigned to them which include: sweeping, vacuuming, mopping, dusting, counter/table sanitizing, dishwashing, laundry, waste and recycling management and removal. These jobs help to keep their environment clean and orderly and promote student independence.

In the Erdkinder program each student has their own locker in the shared hallway and shelf space located in the homeroom. Students utilize the shelf space to store their subject binders. Students have a subject binder for each core class; this binder contains all notes, handouts and materials needed for class each day. Students utilize the lockers to store textbooks, jackets, shoes and anything else they need for the school day. Lockers and binders are cleaned and organized regularly to maintain an orderly work environment.

Each classroom or work area contains a sink and/or water fountain for independent student work. (The hothouse is the only exception; however, three sinks are only feet away.)

MANH has a variety of spaces that allow our student's opportunities to do group work or individual work. An asset of our school is its proximity to a park with a large lake and beautiful grounds around it. Our students are able to utilize the reflection room, located on the second floor of the homeroom classroom. This room has 360 degree windows overlooking the lake and a small stream that feeds into the lake that our students use for quiet work time as well as group activities. In the homeroom classroom there is a stage that, specifically English Literature, uses for group work, presentations and to perform plays. The art room is located on the second floor above the kitchen and cafeteria; this room is outfitted with a multitude of art supplies that can be used during art class or if students have a separate project they are working on. Below the art room is the spacious cafeteria where our students eat lunch as well as where they host Cafe, a once a week cafe where the students serve and sell food they have made and grown during the school week. The cafeteria is also utilized for large group activities. Adjoined to the cafeteria is a library, the library contains books for students of all ages to explore and borrow. The library has tables, and soft cushions for quiet reading and small group work. In the large homeroom classroom, there are eight tables that students use for group work, these tables can be moved around the class to aid in student learning and collaboration.

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The Erdkinder classroom is set up with age-appropriate materials for our students and their classroom needs. Erdkinder students have 1:1 in-school laptops. Additionally, Erdkinder students do not need specific Montessori materials in the same way that Toddler, Primary, and Elementary students do, for their Elementary instruction has provided the pathway to abstraction, and most Erdkinder students have begun to work in the abstract. Erdkinder students who do still need concrete support materials, however, are provided with them. For example, Erdkinder pre-Algebra learners are sometimes provided with concrete materials from the Elementary classrooms to transition to abstract learning.

ELA-Literature: Materials used in this class consist of selections from the following textbook: *The Interactive Reader Plus*, *Reading Literature* by Welch and Bennent, *Literature Red Level* by McDougal and Littell, *Hold Literature and Language Arts Sixth Course* by Beers and Adell, *Nonfiction in Focus* by Krista and Bamford, and *The Fluent Reader* by Rasinski. Various novels are also used that are appropriate for grade level and reading level of the adolescents. Selections in workbooks include: *Graphic Organisers and Activities for Differentiated Instruction in Reading* by Scholastic Professional Books, and *Scholastic Scope The Language Arts Magazine* which MANH subscribes to every month. Teacher-created lessons, activities and assessments for all grade levels.

ELA-Grammar & Writing: Materials used in this class consist of workbooks (*Grassroots*, *Editor in Chief*, *Mastering Writing*, *Building Writing Skills*, and *Grammar Mechanic*) and teacher-created worksheets. Online work and worksheets are provided by *Quill.com* and *Khan Academy*. Texts and readers used include *Painless Grammar*, *A Community of Writers*, *Breakfast on Mars*, and *40 Model Essays: A Portable Anthology*. Additionally, in the teaching of critical and analytical thinking, texts and works derived from *The Basics of Critical Thinking* and *Practical Critical Thinking* are used. Student works consist of grammar worksheets and individual projects (flip books, Mad Libs, presentations, etc.), process journals, writing essays and projects, etc. Other materials used are resource books on the ELA shelf, style handbooks, readers, essay-writing guidebooks, etc. We also make use of online resources and videos.

Spanish: Materials used in this class include textbooks: *Prentice Hall Spanish Realidades, Level 1* by Peggy Palo Boyles, et al., *Prentice Hall Spanish Realidades, Level 2* by Peggy Palo Boyles, et al., and *Prentice Hall Spanish Realidades, Level 3* by Peggy Palo Boyles, et al. The associated workbooks for each level are used for class, these workbooks have guided practice for vocabulary and grammar. Fiction and nonfiction stories with comprehension activities are used from *Steck-Vaugh, Bilingual Reading Comprehension*. Online resources include: Newsela, education.com, and pbslearningmedia.org.

Mathematics: Materials used in this class include textbooks: Beecher, Judith A. *Algebra and Trigonometry*. Taylor & Francis, 2007, Diez, David, et al. *Advanced High School Statistics* \. Open Textbook Library., 2019, *Glencoe Geometry: Concepts and Applications*. Glencoe/McGraw-Hill, 2004, Larson, Ron. *McDougal Littell Algebra: Applications, Equations, Graphs*. McDougal Littell, 2001, Larson, Ron, and Littell McDougal. *McDougal Littell Pre-Algebra*. McDougal Littell, 2005, Lyublinskaya, Irna. *College Physics for AP Courses*. Rice University, 2017, McDougal, Holt. *Algebra 2, Grades 9-12: McDougal Littell High School Math*.

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McDougal Littell Houghton, 2006, McDougal, Holt. *Geometry, Grade 10: Holt Geometry*. Holt Rinehart & Winston, 2007. Websites used: Khan academy <https://www.khanacademy.org/>, Open stax <https://openstax.org/subjects/math>, Kuta software <https://www.kutasoftware.com/>, Mathaids <https://www.math-aids.com/>, Purplemath <https://www.purplemath.com/>, Math games <https://www.coolmathgames.com/>. Teacher-created lessons, activities and assessments are also used for all grade levels. Teacher-created material includes flipbooks and matching cards. Student-created material includes Formula books.

Science: Materials used in this class include textbooks: Chemistry by Pearson, Human Anatomy and Physiology Miller and Levine Biology: A Biology Curriculum by Pearson Miller & Levine Biology Curriculum - High School, Physical Science McDougal Littell Science: Grade 8, Earth Science McDougal Littell Science, Life Science McDougal Littell Science. Textbooks are used as a guide. Physics Openstax (online book). Supplemental worksheets and projects used. Labs and dissections: We have a variety of scientific equipment including a fume hood, bunsen burners, microscopes, and dissection kits.

History: Materials used in this class consist of selections from the following textbooks: Ofner, Terry, and Sherrie Voss Matthews. *Dark Days: America's Great Depression*. Perfection Learning, 2014, Ofner, Terry, and Sherrie Voss Matthews. *Free at Last: the Struggle for Civil Rights*. Perfection Learning, 2014, Ofner, Terry, and Sherrie Voss Matthews. *A House Divided: America's Civil War*. Perfection Learning, 2014, Wilson, James Q., et al. *American Government: Institutions & Policies*. Wadsworth/Cengage Learning, 2011, Bulliet, Richard W. *The Earth and Its Peoples: a Global History*. Wadsworth, 2014, Hakim, Joy. *A History of US*. Oxford University Press, 2006, *Journey across Time*. Glencoe McGraw Hill, 2008, KRUTZ, GLEN. *AMERICAN GOVERNMENT 2E*. 12TH MEDIA SERVICES, 2019, Bulliet, Richard W. *The Earth and Its Peoples: a Global History*. Wadsworth, 2014, Burke, Rebecca, and Sherrie Voss Matthews. *Wide Open Spaces: American Frontiers*. Perfection Learning, 2014. Websites used: "OER Project Home." <https://www.oerproject.com/>, www.oerproject.com/.

Erdkinder Morals & Ethics: There are a variety of books and resources utilized for this class. In addition to the following text resources, we use a variety of scholarly articles from APA as well as various documentaries and tools from psychology tools.com The following textbooks are also used for EME: *Barron's AP Psychology* (7th Edition), *Barron's AP Psychology Flash Cards* (3rd Edition), *The Science of Psychology* (3rd Editions): Laura A. King, *The World of Psychology* (3rd Edition): Wood and Wood, *Psychology* (8th Edition): Bernstein, Penner, Clarke-Stewart & Roy, *An Introduction to Brain and Behavior*: Kolb & Whishaw, *Who Are You? : 101 Ways of Seeing Yourself*: Godwin

STEAM: Materials used in this class include teachengineering.org, code.org, and codehs.org.

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SPED: Materials used in this class consist of selections from the following textbooks: Use It, Don't Lose It, Daily Skills Practice - Incentive Publications, Nashville, TN (this textbook is used for language practice of basic skills correlated to national and state standards including vocabulary, spelling/mechanics, grammar/language usage, reading, literature, and writing), Daily Grams - ISHA Enterprises, Inc., Easy Grammar Systems, Scottsdale, AZ, Easy Grammar - Easy Grammar Systems, Scottsdale, AZ, Essay Apprentice Writing System - Secondary Solutions, Be a Better Reader - Pearson Education, Inc., Bridges to Literature - McDougal Littell, Nonfiction and Fiction Paired Texts - Teacher Created Resources, Westminster CA, The Reading Strategies Book, Your Guide to Developing Skilled Readers - Heinemann Publishers, Portsmouth, NH, Understanding Texts and Readers, Responsive Comprehension Instruction with Leveled Texts - Heinemann Publishers, Portsmouth, NH. Online resources include: Essay Apprentice Writing System - Secondary Solutions, www.4secondarysolutions.com, Read Naturally/Read Live - Read Naturally, Inc (An interactive reading intervention that supports reading fluency and comprehension), No Red Ink (Online tool for teaching grammar, usage, mechanics and style, practice in reading comprehension, writing, grammar, conventions, supplements in-class instruction).

Classroom materials are aesthetically displayed and appropriately accessible to students. Additionally, project work is also displayed in our homeroom and science lab to provide inspiration for fellow students. In our homeroom and reflection room, books and resource materials are shelved according to subject. School supplies are shelved in one unit; students have full access to this unit at all times. An extra-large world map is prominently displayed on the wall for student use. Our 1:1 laptop computers have a storage cabinet/charging station with individually numbered and labeled slots for the assigned laptops. In our science lab, specialty cabinets contain the lab materials used for experiments and individual work projects. Student access is appropriately limited to those cabinets. Students have additional access to fiction and non-fiction books for research and leisure reading purposes. These books are attractively shelved in our library. The materials for our occupations (weekly breakfast cafe and farmers market) are kept in a closet and hothouse available to the students when necessary. Art supplies are stored in the art room; students have access to them during art classes. Their artwork is also displayed in the art room and around the school.

II. Montessori Learning Activities

First-Hand Experience with Materials
Spontaneous Activity
Self-Directed Active Learning Methods
Social/Emotional Development
Liberty within Limits
Intrinsic Motivation

Infant Toddler:

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All three of our classrooms meet and exceed all of the requirements for what materials are needed in the classroom. Our materials are mostly neutral in color. They have all the necessary pieces for completing the work independently. The materials are arranged neatly on the shelf and the children learn the place of each material. Our shelves are all low enough that the children can independently choose their own works. The materials in all of the 0-3m classrooms are from left to right and from big to small. Examples of these materials are the brown stairs, the pink tower, and the knobbed cylinders.



Materials in the classroom are evaluated based on the children in the classroom and what their capabilities are. Our materials are cleaned and put away daily so we are constantly inspecting to make sure that the materials are working properly. Every 0-3 classroom has a handout of Montessori materials that should be available to all children. If we ever have anything that needs to be fixed or replaced we check to see if we have spare parts or if we can fix it before ordering something new.

Primary:

We have defined a curriculum in Primary that is based on the child's development. It is outlined in the Primary conference form. The lessons are on grace and courtesy according to the nine customs of attending Montessori approach. Children in the Primary room also gain understanding and absorb virtues like moderation, patience and kindness through virtue card lessons. This helps with development of character-building and community sense. This is through enacting positive and negative scenarios in class. Lessons are gradual and flexible, geared to the specific needs of the child. It's academic yet geared toward the 'whole child approach'.

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The curriculum is designed with the rationale that the child must be able to engage in purposeful activity, immersive learning, cultivate good habits utilizing intrinsic motivation through the work they choose to do.

The core of our program is to create an environment that helps the child become independent and the prepared environment creates this magic. The environment serves as a cocoon in which this metamorphosis takes place, with the children helping prepare the environment. They water plants and flowers in the practical life section, help clean up after snack and lunch with a brush and dustpan, and they also help younger peers put mats away.

Children learn self-management skills by having a set of books, puzzles or blocks that they take out after school hours or during transition after lunch.

Lessons are given to children according to the level of academic readiness. If a child picks up a work that is advanced, the teacher may make it simple or break down the lesson to make it easier for the child to comprehend. The child may be presented with number rods from one to five and progress accordingly to ten. When the child can internalize it, the teacher will move the child forward. In another instance, the child may be presented with the 1-50 board first before the 1-100 board. In the same manner, geometric solids will be presented with the first three and progress with the rest of them.

There may be times when the solar system is presented as a whole, but the child can learn about the first three planets and move on gradually. Children reach proficiency with lots of practice and repetition. The goal is to enable them so they are not helpless but rather self-sustainable and can learn to help themselves.

The teacher will and must observe and facilitate them if needed. Then she steps back and allows a child to do the work and gain confidence, thereby being independent. The teacher disappears into the background and lets the child unfold on his or her own. This process is gratifying for the child as they gain self confidence, management skills, self-direction and good work habits. They learn to complete the work cycle on their own.

Older children take pride in conducting line time activities. They have gained enough confidence to be able to manage the line by playing games and even maintaining silence.

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In cultural subjects, the children at different ages show self-directed learning. The research work, such as finding facts about animals, leads to presentations at line time.

Younger children observing an older child may want to do the same and replicate their presentation. Learning about cosmic education, seeing fruits from the farm to their table teaches them not to waste. They learn to recycle all types of paper. All of these are important lessons helpful to children in learning their place in the cosmos.

When learning about order and organization, children learn that life has a certain order starting with the seasons. This is helpful in relating to the classroom environment and how they do things in class such as setting rugs in order, putting work in order, organizing cubbies in order. To wash hands we stand in an orderly line and wait for our turn. This is their place in the cosmos.

A child needing coordination in gross motor skills may be invited to hold big trays, carry chairs/laundry buckets or jugs. They also enjoy bubble making.

A child needing to improve fine motor skills may string beads together or use a pin cushion.

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Concentration is instilled in all areas, with one example being emptying a cup until its last drop and wiping up the drops carefully. In the language area, specifically oral language development, older and younger children benefit from working together as they take turns at memory games and practicing vocabulary.

A younger child is often helped by an older peer in setting up their work. They may be asked to check spelling or short vowels by using movable alphabets correctly. They also may enjoy book reading together. This reinforces learning at both levels: mentor and student. The older child gains proficiency, self-esteem and confidence, while the younger child learns to look up to a role model and follow the same path when he or she is older. The cycle goes on.

The Primary classes follow the curriculum-based conference form. This form is based on the various areas of academics and it is both detailed and developmental. The basic acceptance for each program level has a clear definition all across the board. The School has a program at each level to prepare children to move up to acceptance.

There is a school-wide discussion between the toddler program and the Primary program. The child from the toddler program has to be potty trained, must be able to roll up a rug and put their own shoes on. In the same manner, a kindergartner moving up to Elementary also has to meet a certain acceptance level. They should be able to read (beginner level), write in cursive, and have worked with a thousand beads and numerals. There is an easy flow and an understanding of what acceptance is between all program levels, which has been communicated.

The school provides uninterrupted work time in the morning. Children who arrive before 9 AM begin by setting up their work immediately. They set up rugs and put their belongings on them and go about choosing their work for the morning. They may choose work depending upon mood or choices they make with their friends.

Some children come to school with a pre-planned agenda and go about their day based on that. Class time ends at 11:30 AM. Children may go outside or have a line time activity before lunch time, which is every day at noon. The School is mindful of uninterrupted work time so it doesn't

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impact the most productive part of the morning. For this reason, all specials for Kindergarten are planned in the afternoon from 12:30 to 2:00 PM.

The school offers physical education, music, art, Spanish, and Scholastic Magazine once or twice a week to the Kindergarten program. Afternoon class begins at 1 PM and ends at 4 PM. PM snack is at the end of the work period followed by a line activity or going outside.

Elementary:

First-Hand Experience with Materials

Students in elementary are encouraged to get their hands on materials they find interesting. If a student is interested in a material they have not worked with, they are allowed to interact with it and a teacher may find an age-appropriate activity for them, or give them a lesson using the materials.

During a lesson, the teacher will usually allow the students to explore the material first to satisfy the student's curiosity before proceeding. During the lesson, a student is taught where the material is located, how to handle it, and how to use it properly. The student will then be encouraged to complete follow-up activities using the materials. In some cases, younger students may need to revisit a material from another classroom or age level, in which case they will ask the teacher politely if they may borrow it, and then they will return it when finished.



Spontaneous Activity

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The director and directress will observe the students in the classroom and will tailor lessons and materials based on the needs of the students. If a student is interested in a particular area of study, the teacher will encourage that student to explore the topic in age-appropriate ways. For instance, if a student is observed interacting with the tone bars, the teacher may decide to give them a lesson on how to use the tone bars to create scales or songs.

Another example is if a student is observed to be struggling with a particular virtue during peer-to-peer interactions, the teacher may decide to give that student material on the virtue, or help them with role-playing scenarios using the appropriate virtue.

The teacher will also tailor lessons to fit a student's particular interest or learning style. When giving a follow-up on an ancient civilization, a teacher could assign different follow-up activities for each student.

If a student loves art or drawing, he or she may be encouraged to find works of art from that civilization and draw their own version of it, or draw a representation of their creation myth or famous landmark, for example. If a student is a kinesthetic learner, the teacher may encourage them to research a sport from that civilization and play it in the gym with some classmates.



Self-Directed Active Learning Methods

Students are given control of the learning and are given tools to help them be self-directed learners. The process starts with their work journals. Students, when observed to be ready, are given a notebook in which they record their daily lessons. They need to write the date the lesson is given, the topic being presented, and write any notes they need to help complete any follow-up work. They are then given one week to complete their follow-up assignments. They are expected to manage their time in order to complete their follow-up assignments by the following week.

In the back of their work journals, students have an area reserved for daily planning. At the beginning of the day, students will look at the work they have to complete and plan out daily activities. This gives them practice in managing their tasks and their time. If a student is

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observed to be off task, a teacher may ask to see the student's work journal or encourage the student to check their own work journal to help them get back on track.

Each week, students are given a self-reflection sheet and they are asked to reflect on what they have accomplished over the past seven days. Students will refer to their work journals to see if they completed their weekly tasks and look at their daily plans to see how successful they were in meeting their daily goals. They also are asked to identify works, topics, or processes they feel they need to improve on. With this, we hope that they are able to become self-aware, or mindful of the behaviors that cause them to be unproductive and find ways to self-correct.

During the weekly one-on-one meeting with the teacher, students will refer to their work journals and self-reflections. The teacher will use these tools to help the student identify what they do well, and what they need to work on. This is the culmination of the entire self-directed learning process and helps the teacher guide the student along this process.

Social/Emotional Development

In our environment, we aren't just focused on teaching academics, but we want to teach the whole child and help them become successful people, as well as successful learners. As with the cosmic curriculum, we feel these ideas are connected. In order to be successful, independent learners, students need to have a good sense of self, work well with others, be able to resolve conflicts, and know how to be mindful and regulate stress and emotions.

To begin the year, students are given regular lessons on grace and courtesy. Students are expected to treat each other with respect, be polite in interactions with other people, and to respect the learning environment. For example, students learn how to line up and move around the school quietly in order to keep a peaceful environment within the school to avoid interrupting the learning of other students. They are expected to say please and thank you when interacting with other students and adults. Students are taught to wait patiently when needing a material that is in use. They also learn to come to the aid of those in need and help where needed.

Our school utilizes a virtue curriculum called Think Virtues to teach different virtues to students throughout the year. The curriculum has cards with definitions of many different virtues, reflection questions, and other activities that help students model and act out virtues in the classroom. Each week we focus on a different virtue and then look for opportunities to help students use the virtues in class.

There is a schedule for each virtue, but we can be flexible and focus on a virtue we feel the class may need. During Halloween, for instance, we usually practice the virtue of moderation to help students learn to control their candy intake. If we notice that students are not including others during free time, we will use that week's lessons to teach inclusiveness and act out skits to help them see how they may be able to do a better job.

Another skill we work on is conflict resolution. In order to work well with others both within and outside of the classroom, students need to be able to resolve conflicts and learn to compromise. One job we have in the classroom is the peace facilitator. Students are encouraged to resolve a conflict with a classmate on their own. But, if they are unable to work it out they will seek out the

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assistance of the peace facilitator. This is an older student who has been observed by the teachers as having the knowledge and patience to help students work out any issues they have.

Students are taught to use “I” statements to let the other person know what’s bothering them and how they feel about the situation. After each student speaks, they may be asked to repeat the concerns of the other students to make sure they were listening and that they understand what the problem is. They are then guided using questions and work together to solve the problem. The end goal is for each student to not only reach a compromise, but learn how to properly handle situations in the future.

Students and teachers model proper grace and courtesy within the classroom. If the teachers don’t act properly it’s hard to expect the students to follow along. Teachers speak respectfully to each other and to the students in the hope that everyone around them will see the correct way to act and follow accordingly.



Liberty within Limits

Students are given freedom within the classroom as long as they show they are responsible. Students can choose their own work if they keep up with their follow-up assignments, can work with friends as long as they are productive, and can manage their freetime activities if they complete their daily activities. Students are given jobs within the classroom based on observations of their strengths and passions. If they show they are able to be responsible, they will be given more responsibility. Older students who are able to manage their time and show independence are able to plan going-outs to experience learning outside the classroom.

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Intrinsic Motivation

The goal of these processes and procedures is to encourage intrinsic motivation within each student. We want students to learn how to explore interests on their own. Fostering a sense of independence and giving each student freedom within the limits of their responsibility helps them become more self aware of the strengths, weaknesses, and interests. We help bring out this intrinsic motivation by making sure to focus on the work of each student. We try to avoid complimenting the students directly as we do not want them to seek approval from the teachers, we want them to feel good about themselves.

When a student shows us a project they worked really hard on, we compliment the choices they made and let them know that we appreciate how hard they worked on it. We try not to tell them cliches like “good job!” or “you’re so talented/smart!” as this will cause them to seek out adult approval or do things to make us happy. The end goal is that they feel good about themselves and complete tasks in order to make themselves feel good and get an internal sense of accomplishment.

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Erdkinder:

In addition to the core curriculum areas of Math, Language Arts, Social Studies, Science, Additional/World Language, and Creative Arts, the Secondary curriculum includes opportunities for community service, career exploration, economic awareness, technology, peace and cosmic education, physical education, outdoor education, and field studies. The curriculum prepares students for post-secondary education or careers through self-construction, extensive self-reflection, and opportunities for leadership and personal responsibility. Personality integration and stewardship of the Earth and humanity are crucial elements of the curriculum. Students' independent decision-making, problem-solving, community building, and application of learning indicate successful implementation of the curriculum.

The MANH program is a program that teaches peace and cosmic education through its five Great Lessons and holistic perspective from the creation of the universe to the present. Our students study LARGE themes throughout their interdisciplinary coursework.

The Erdkinder students learn about, practice, and model virtues as large themes throughout the year. The Erdkinder students are Stewards of the Earth through their gardening and Farmers Market programs as well as in their intent and actions in and out of the classroom to reduce, reuse, and recycle. Our students grow many of their own vegetables in our urban gardens. These vegetables are used in our lunches. Vegetable and fruit waste is then composted by the students, and the rich soil that is created from the compost is later used to line the garden beds for the urban gardens to continue the cycle.

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In addition, coursework often dovetails with and emphasizes the large themes. The Erdkinder students model grace and courtesy regularly by greeting each other and their teachers properly and by reading inspirational quotes/poems before meals. The theme of moderation is taught in all aspects of the curriculum from math (ex. real-world math problems) to ELA (ex. Greek mythology and appropriate writing assignments) to science (ex. culling, overpopulation, extinction, etc.) to history (ex. specific historical eras, governmental policies, etc.) to food prep (ex. balancing how much is too little-enough-too much to reduce hunger and waste) to social events like trunk-or-treating (ex. sharing, portion sizes, etc.).

The Erdkinder students also participate in a class council that works to peacefully identify, own, and solve problems. For example, when students experienced some let-down for less-than-stellar profits in a month, they discussed and debated ideas for better performance in the future during the discussion time at line and were able to come up with a resolution to the problem with minimal adult guidance.

The Erdkinder students are Stewards of Humanity through their mentorship of younger children and in-school and out-of-school volunteer opportunities including helping to set up and clean up before and after major school events (ex. Elocution Night, International Day festival, Trunk-or-Treating, Feed My Starving Children, Adopt-A-Family at Christmastime, etc.). Many elements of our curriculum encourage community service. For example, our students have participated in service projects at Feed my Starving Children, they have coordinated a food drive which was very successful, they also volunteer and plan the school's fall festival which is a wonderful community outreach event where the students design programs, run booths and food stations, and decorate for Halloween. Our students volunteer outside of the classroom based on their interests to aid in their career exploration; just last year we had a student who would like to be a doctor so he began volunteering at a hospital nearby. Another student was passionate about bringing Montessori learning to a local preschool so she volunteered there and helped to revamp and plan a more Montessori curriculum to benefit the students.

There are several ways that students learn economic awareness at school but two very important aspects of our school is our gardening program in which our students learn to care for plants and eventually sell the plants to raise money for field trip funds. Using this program, on Fridays students run a Cafe where they serve, make, and sell food, mostly that has been raised in the school garden, Cafe helps students budget, shop, plan and prepare food. Similarly, at the MANH West campus the Erdkinder students budget, shop, and prepare lunch for themselves as well as a lower elementary class. Physical education takes place several times a week by two of our teachers. Our students have also had the opportunity to learn weight lifting with a local personal trainer. At the beginning of the school year, our students participate in an outdoor education program at a camp in Wisconsin. At this camp, the students participate in group

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bonding activities, outdoor wilderness adventures, and learn survival skills. The students come back from this activity energized and excited for the year ahead.



Field studies take place during annual field trips, our students have traveled along the East Coast from Boston to Florida in separate field trips relating to U.S. history and science to Mexico for immersive Spanish language study.

The school publishes and follows a written scope and sequence, across all program levels within the school, which is communicated to all constituencies. The Erdkinder scope and sequence is on the parent handbook, which is available to parents and is also on drive so that all teachers have access to the handbook. Parents are specifically informed about the scope and sequence during Erdkinder information night.

The Montessori Academy of North Hoffman Erdkinder program's courses of study reflect an integration of essential elements of Middle and High School education standards. **Illinois State Standards, and national Common Core standards are met and exceeded by the completion of each three year cycle.** Lower Erdkinder, grades 7,8,9 comprise the first Montessori academic cycle, followed by Upper Erdkinder, grades 10, 11, and 12, the ultimate Montessori Cycle. The Erdkinder program reflects the demands of 21st century hard and soft skills, emotional awareness, and current applications of learning theory and modern educational psychology.

The curriculum includes math, science, social studies/history, language arts, Spanish, physical education, psychology, and fine arts. **Families and students should make a commitment to the three-year cycles of the program for optimal learning.**

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Language Arts & Literature

Language Arts includes the study of vocabulary, literature, grammar and mechanics, and writing. Literature includes the study of literary elements and the reading of different written genres across time and the globe. Literature discussions follow the format of a Socratic seminar. Students exercise their writing skills throughout the cycle and across all curricular areas, and in language class grammar rules and different writing styles are explored.

Mathematics

Mathematics is a yearly skills course where students are exposed to fluid levels of challenge depending on student skill and need.

Lower Erdkinder students usually cover Pre-Algebra, Pre-Geometry, Geometry, Algebra I.

Upper Erdkinder students can cover Algebra, Pre-Calculus, Calculus, Trigonometry, including coursework in preparation for the AP Calculus exam.

Science

There are two three-year Science cycles that encompass a series of interrelated scientific topics. As with all Montessori topics the focus includes large questions, patterns in science, and its integration with all disciplines. Students develop projects and make presentations. When student skill and interest necessitates it, Upper Erdkinder coursework can reflect and prepare students for AP Science exams.

	Year One	Year Two	Year Three
Lower Erdkinder	Earth Science	Physical Science	Life Science Zoology Botany
Upper Erdkinder	Chemistry	Human Anatomy Physiology	Physics

History

In the Erdkinder program, the history curriculum relates to the cyclical nature of human development over time on a global, regional, and local scale. Students are directed to examine how and why events occurred through the lenses of the humanities (history, cultural arts, philosophy, and religion), the sciences (geography and technology), and the social sciences (anthropology/sociology, economics, and political science). Students complete different types of research and communicate mastery of topics through various assessments. Assessments may include writing, individual and group presentations, multi-media productions, and tests. All students are required to pass the US and Illinois Constitution tests during both lower and upper cycles. Upper Erdkinder students may be eligible to take the AP US History and AP US Government exams given student interest and skill. Like Science, History topics are covered across two 3-year cycles.

	Year One	Year Two	Year Three
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Lower Erdkinder	Ancient Civilizations <i>Human Origins, Pre-Classical Era, Human Civilizations</i>	U.S. History I <i>Colombian Colonization through American Civil War</i>	U.S. History II <i>Post-Civil War America-20th Century America</i>
Upper Erdkinder	Global Civilizations I <i>The Middle Ages across various cultures, Comparative World History</i>	U.S. Government & Economics	Global Civilizations II <i>21st Century World Issues</i>

Spanish

Spanish is offered every day and as a skills-based class is broken into fluid groups based on student ability. Daily assignments in language, grammar, vocabulary, and culture prepare students for increased frequency of Spanish use in the classroom. In Upper Erdkinder, classes are taught entirely in Spanish and more advanced students have the option to prepare for the AP Spanish test in their 11 or 12th grade year.

Psychology

Through a course entitled Erdkinder Morals & Ethics (EME) students cover the history of psychology, methods, biological basis of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders, social psychology and community psychology interest topics. EME is taught with a mixed presentation style of direct instruction and self-instruction through independent reading and Socratic Seminar. Advanced Upper Erdkinder classes may be offered curriculum following the AP College board syllabus

Fine Arts

The Erdkinder program offers numerous opportunities for creative self-expression within almost all of its courses as well as specific instruction in Visual Arts, Dance, Music, and Theater.

Microeconomics

Students are in charge of running two businesses on a weekly basis- a Friday morning breakfast restaurant for the school community and a drive-through coffee service. Students are in charge of all aspects of accounting, ordering, preparation, and execution of the businesses. Students split the profits to fund the end-of-year trip for their graduating class.

The school allocates and protects at minimum a 2-hour work cycle for core curricular subjects (math, English, history or humanities, sciences, and additional world language(s)).

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The typical school day is 8am-4pm Monday-Thursday and 7:30am-3:30pm Friday. The M-Th school day is divided into a morning session (8-12) which includes Line Time (daily announcements) and four instructional and work periods in ELA, math, and Spanish. After a 30 minute solo time, where students spend time reading for pleasure or drawing or choosing something non-academic related to occupy their time, a one-hour lunch and recess break, the afternoons (1-4) consist of instructional and work periods in Social Sciences, Science, EME, and PE. Additionally, students time for occupations and tending to their work environment (tidying up, cleaning, preparing work spaces for the following day, etc.). Additionally, students who opt to study Japanese (in addition to the required Spanish course) have the opportunity to take lessons after school for credit for two days per week. On Fridays, the normal day begins earlier (7:30am) to prepare for Café. By 10am, Café clean-up is finished, and students attend core classes for discussion-based meetings or have uninterrupted work time. Lunch and recess is between 12-1. The afternoon schedule (1-3:30) includes, occupations, individual math pick-up lessons, and work period.

Fridays are also field trip days. Finally, Fridays are also enrichment days when the students go on a field trip once each month. Field trips are linked to specific instructional themes or classes (sometimes cross-curricular as well). For example, students studying World War II have visited the Museum of Science and Industry in Chicago, IL, to experience the U-505 submarine exhibit. Students were provided with a worksheet/study guide to fill in as they walked through the exhibit, took a tour of the submarine, and discussed the submarine's history with docents. Work was individualized for students who then shared their discoveries in the follow-up discussion that took place at school to place the U-505's history into context within the war itself. Another field trip to the Chicago Institute of Art was a cross-curricular dive into art, history, and ELA. Students focused in the American art wing (because they were studying American history that year) and, after walking around and viewing different artworks, were to choose and focus on a particular work of art. They were then to create a narrative about that art, to tell its story in whichever manner they chose (based on the information plate, artist, history of the work, or inspired by their reactions to the work itself). Another annual field trip tradition is for the students to visit a retirement home and sing Christmas carols each December. Other field trips have been taken to farms, science institutes, theaters, botanical gardens, museums, aquariums, religious and cultural institutions, and more. Some "field trips" are in-house enrichment programs with visiting scientists, writers, and educational performers. (Each year, students usually take a week-long themed field trip based on their social sciences and science classes. Students have gone on trips to Mexico [focus on Spanish language and history], New England [focus on history], Washington, DC [focus on history], Mammoth Cave [focus on science], and Florida [focus on science]. Graduating seniors choose and plan a week-long trip to a foreign country. Students have taken trips to Spain, Costa Rica, Australia, England, and Germany among other places.)

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Individual students are also offered the opportunity to earn experiential credits on an individual basis. For example, recently a student studied improvisational comedy at Chicago's Second City based on a desire to become more assertive and earned credit for that class.



Lower Erdkinder: 225 minutes per week of math; 180 minutes per week of ELA grammar & writing; 180 minutes per week of ELA literature; 180 minutes per week of Spanish; 180 minutes per week of social sciences; 180 minutes per week of science; 180 minutes per week of occupations; 125 minutes per week of PE; 90 minutes per week of EME

Upper Erdkinder: 225 minutes per week of math; 180 minutes per week of ELA grammar & writing; 180 minutes per week of ELA literature; 180 minutes per week of Spanish; 180 minutes per week of social sciences; 180 minutes per week of science; 180 hours per week of occupations; 120 minutes per week of EME; 125 minutes per week of PE

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The Erdkinder program primarily schedules enrichment programs and activities on Fridays as much as possible. Recess is scheduled in a lunch block, and transitions between classes are uniform for all students. Whole-group lessons are scheduled in such a manner that they do not impede upon the uninterrupted blocks of student work time.

III. Montessori Learning Relationships

Multi-Age Grouping

Social Setting as a Community

Cooperation, Collaboration, NOT Competition

The Montessori Academy of North Hoffman is inclusive for all children regardless of special needs and disabilities. The School strongly believes Montessori is for everyone. We have students with special needs who require assistance, which is why the School employs several dedicated learning specialists. Individual class teachers have worked with outside therapists, such as speech pathologists, to create a cohesive curriculum in alignment with Montessori.

Our materials have worked beautifully to meet the needs of children with difficulties and disabilities, enabling them added support and direction.

Infant Toddler:

The infant classroom consists of children ages 3 months - 15 months old. The room is licensed for 12 children. The ratio of that class is 1 adult to 4 children. Currently, there is a lead teacher and an assistant teacher with 8 children.

There are two toddler classrooms at MANH that serve children ages 15 - 36 months. The ratio of those classrooms is 1 adult to 45 children and the capacity of each room is 15 children. Currently, there is a lead teacher and an assistant teacher with up to 10 children.

Primary:

Children in the Primary classroom can be as young as 2.5 years of age, depending upon the child's readiness. A young child entering Primary must be potty trained (or on the verge of being potty trained). Children complete 3-4 years in Primary and are 6 years of age when they complete this level.

Primary children can be as young as 2.9 years of age to enter primary class. It also depends upon the child's readiness. A young child entering primary must be potty trained (or on the verge of being potty trained). The child completes 3-4 years in primary. The child is 6 years of age when they complete primary school. Montessori is inclusive for all children regardless of special needs and disabilities.

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The school strongly believes Montessori is for everyone. We have students with special needs and they need help. The school has in fact employed several learning specialists. Individual class teachers have worked with outside therapists such as a speech pathologist in order to create a cohesive curriculum with Montessori. Our materials have worked beautifully to meet the needs of children with difficulties and disabilities and in turn, added support and direction to that particular child.

Elementary:

Our school has two 6-12 classrooms. These classrooms are microcosms of societies in which the younger students look up to their older peers. Older students practice peer teaching, they give review lessons, check work, assist with projects and serve as role models to the younger students. For example, the peace facilitating job is given to upper elementary students on a monthly basis during this period the peace facilitator assists in all conflict resolution incidents and issues. The teacher is only involved when the matter cannot be solved by the peace facilitator.

The younger children bring a sense of nurturing and calmness to their older peers. In recess the multi age children play happily together as a loving community. Before COVID 19, elementary students worked with the primary students as reading buddies by engaging their younger peers in reading fiction and nonfiction books. The elementary students also went twice a week to our Huntington and Freeman East primary classes as lunch mentors. They ate lunch with the primary students, modeling good lunch etiquettes and encouraging healthy eating habits in them. The elementary students are social beings, they enjoy expressing themselves and sharing ideas about everything.



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Our elementary classroom buzzes with students hum of activity. The elementary teachers give lessons in virtues, discuss social justice topics, and facilitate an environment where students of many diverse backgrounds can harmoniously work and socialize together in a safe and happy place. Line and council meetings serve as platforms where students can express their feelings, point of view, and ideas freely. All students participate in discussions and all classroom matters are decided by fair voting in which every child is given a chance to participate. The children take ownership of all social classroom events like holiday parties, choosing a classroom pet and facilitating any fundraising projects. Upper elementary students plan the food menu, decorations, crafts and games for the classroom parties by setting up committees and involving their younger peers in participating in these events. Any special needs child's presence in the class is considered an opportunity to teach children to be inclusive, tolerant, and patient.



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Parents are welcomed with excitement in the classrooms to come and share their careers, experiences, and talents with the children. In the elementary classrooms different festivals like Day of the Dead, Diwali, St. Patrick's Day and many more are celebrated in which parents come and participate. Among the many events hosted by our school, the International Day is the school's biggest annual event where the entire school community gathers to watch dances from different countries performed by all the classes followed by a delicious international potluck lunch. Many elementary parents help out in teaching the dance, sewing and ordering costumes for the event.



In the elementary classrooms every student's birthday is celebrated by singing to them and giving them a birthday card from the community. The birthday child brings treats for the classmates. Such events affirm that we treat every child with equal respect and love. It fosters a sense of community among the students by keeping track of one another's birthdays and being able to celebrate together. Our parents are also involved in many field trips where they are given the opportunity to chaperone their child's group. Parents also chaperone students in Going Out trips.

Being a family friendly, culturally diverse school we foster and encourage an environment in which students can work in a cooperative and collaborative manner instead of competing against each other. Being an individualized program, we believe in the uniqueness of the child. We encourage students to tackle work in their own, individual way. Students often work collaboratively in groups on projects like the ancient civilization research projects and other cultural area works. We often hear the children complimenting each other for a work well done.

Every Friday in the elementary classrooms, students give affirmations to each other. This practice of expressing positive feelings and acknowledging the good qualities of their peers develops warm feelings and mutual respect among them.

The upper elementary students serve as guides towards their younger peers, encouraging them to do the best they can. Often they give examples of themselves when they were

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young and had the same struggles. This empathetic attitude not only encourages the younger children to push themselves but also be aware that they have a solid support system placed in their community.

Many elementary events like the Presentation Night, Science Fair, Musical, In-Class Plays and Reader's Theaters allow students to pursue their individual interests and passions in a healthy non-competitive atmosphere.



Erdkinder:

The core Erdkinder team consists of one directress who also teaches science and math, one teacher who teaches history, math, and STEAM, an ELA team of two teachers who teach English literature and English grammar and writing as well as note-taking, study, test-taking, time management, and critical thinking skills, one teacher who teaches Spanish, and one teacher who teaches EME (Erdkinder morals and ethics). Additional teachers (music, art, occupations) are with the students as needed during the year. The Erdkinder students have 2-3 teachers with them at all times; during the core class mornings, there are up to 5 teachers working with the students at a time.

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The Erdkinder schedule includes core classes (ELA, math, Spanish) on Mondays-Fridays from 8:30-11:30. (In non-pandemic years, some students also participate in food preparation in the mornings. This schedule rotates.) Afternoon classes on those days alternate between science, history, and EME with PE twice each week as well. The days end with occupations (farmer's market and cafe prep) and jobs (tidying and cleaning the learning environment). Fridays (with the exception of the pandemic year) include a morning cafe run entirely by the students for the other children at the school and their families. Core classes do not teach new content on Fridays but allow for large discussion groups, make-up work, additional help from the teacher, test-taking, and/or additional independent work time. The students also have a large-group EME discussion class as well as art, music, and occupations.

Erdkinder core classes are grouped according to level and ability. Depending on the year, total number, and group of students, Erdkinder has had between 4-7 different groupings for the core classes. These core groups allow for individual instruction at the appropriate level for each student. Smaller groups are sometimes combined into larger groups for project work or to challenge students on the cusp of advancement. For example, the ELA groups are often combined for discussion groups, presentations, and peer editing of writing assignments. After group reading and discussion about Shakespeare's *Othello*, the two different age & ability groups broke out to work independently on individual projects which were scaffolded based on individual ability. They came back together again to present their projects and lead discussion and debate about their findings. For Orwell's *1984*, students were scaffolded to teach the class and lead the discussion about figurative language, main themes, and character development for one chapter.

Erdkinder groupings are divided by Lower and Upper for classes in science, history, and EME (Erdkinder Morals & Ethics). Lower Erdkinder classes in these areas focus on age-appropriate materials and introduce practice in proper research methodology. For example, EME subject matter that may be appropriate for Upper Erdkinder may not be appropriate for Lower Erdkinder or may be presented in a modified fashion. One examples from the Upper Erdkinder special interest units covered human trafficking. Through a weekly discussion using the primary source of the book *Half the Sky*, the Upper students looked at societal implications around human trafficking. This is not a topic appropriate for the Lower group due to the graphic nature of this topic.

At times, our highest level, most intrinsically motivated Upper Erdkinder students are ready to move beyond our curriculum in certain areas of interest or expertise. In those cases, these students have enrolled for classes at the local community college and earned dual credit. Students have taken English, math, science, and art classes at the community college. One student who plans to study creative writing in college was able to jump start her college career by taking a college English course each semester of her senior year while partnering with the MANH ELA teachers for support and supplemental instruction.

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The entire Erdkinder class participates in occupations (farmer's market and Café), food preparation, and STEAM on a rotating basis. At least one staff guide oversees each of these occupations; however, they are student-led. While the Café and food prep have been affected by the pandemic year*, in a normal year, the students serve on a rotating schedule as Café , farmer's market, or food prep workers. CAFE students serve in the role of Café manager, host, head chef, chef, server, and busser. Students learn and practice social skills, cooking skills, money handling skills, budgeting skills, serving skills with grace and courtesy, and, most importantly, real-life skills that translate to their daily lives. For example, they observe whether or not the egg biscuits sell well and turn a profit or if they should invest more heavily in muffins and cinnamon rolls. They make seasonal adjustments to their menu (such as pumpkin muffins in October and heart-shaped pancakes in February) and advertise their cafe with a new weekly message to the school community. Café and food prep also teaches students to plan menus ahead, review grocery specials and clip coupons, comparison shop, and actually shop for their grocery needs themselves. They learn to change course if an item becomes too expensive to make a profit (Café) or goes over budget (Café and food prep).

Food prep gives the students a chance to discuss, agree upon, and plan their own lunch menus once or twice each week which they then prepare themselves. Aside from teaching basic cooking skills, food prep allows the students a chance to work together toward a basic common goal, thereby practicing communication, negotiation, leadership, collaboration, and other important skills in the moment. Farmers market workers grow and maintain a garden which is later harvested. The harvested items, primarily vegetables and herbs, are then turned into food products which the students sell at their weekly farmers market. Students advertise and sell the items which include such favorites as salsa, pickles, muffins, pies, and various other baked goods. Working in the farmers market, students learn gardening, cooking/baking, planning and advertising, customer service, and money handling skills as well as other real-life skills.

*During the pandemic year, the students participated in gardening and plant sales in lieu of their normal cafe and farmer's market. Students seeded, grew, maintained, and then sold starter plants for their patrons' gardens, such as: varieties of tomato, cucumber, squash, peas, beans, and herbs as well as a small number of pumpkins, gourds, and watermelon. Aside from the obvious maintenance of the plants, students were responsible for advertising, creating the order forms, coordinating the sales with follow-up and socially distanced plant pick-ups, and handling the money from the sales.

As an Erdkinder program, each teacher makes accommodations to help each student succeed in class. For example, an autistic student who was often reluctant to share in class but loved acting and presenting, was given an opportunity at the Café to be a greeter (to practice interpersonal skills). He did a great job in marketing, so sales went up and boosted his confidence. His instructors identified his love for acting and gave him the opportunity to thrive

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and perform in front of his peers. In each class, accommodations are made based on student needs. Some accommodations teachers make include: giving more time for tests, quizzes, and projects, allowing frequent breaks, assigning preferential seating, giving more time on assignments, breaking down projects into smaller parts, and assigning students daily goals for each part of the project. In ELA classes, students are allowed to retake any formative assignments, and on all writing assignments, students are given feedback and time to then rewrite their assignments. A student in literature class struggled with assessments, so the teacher gave assessments verbally; this improved the student's score because he was able to fully explain his understanding and ideas, and, more importantly, the student's confidence in class greatly improved. As the year progressed, this student became one of the most vocal students in the class. In math classes, teachers evaluate students in alternative ways (verbal, retakes, and projects). Test anxiety often leads to poor testing, so instructors sometimes perform assessments in class without labeling them "tests." When students do not have anxiety in a testing situation, they perform better. Math teachers also do not move on to another concept until the student has reached mastery. A student was struggling to understand slope, so the math teacher made a face called "angry man" and another face called "sad man" using math symbols; this visual greatly helped the students understand the concept of slope and was also a fun way to learn the concept. We meet the students where they are, and each student is given specific accommodations based on their needs.

Meeting each week, the teachers discuss how to best help students who need extra support and attention in class. They discuss accommodations they have made for each student and what works best for the learner; this greatly helps the other teachers to adapt and make similar accommodations in their classes. Additionally, the Erdkinder program provides students with diagnosed disabilities one-on-one support in the following areas with a certified SPED instructor to: clarify and reinforce content introduced in content classes (Literature, Grammar and Writing, Social Studies [at student or teacher request]); support and practice reading comprehension skills; practice and monitor oral reading fluency; plan, organize, edit and revise writing; and support executive function skills: organization, work completion, task analysis, and time management. Along with one-on-one support, the SPED instructor also utilizes push-in support in English literature and grammar classes; students are assisted during class time and accommodations are made by the SPED instructor and the teacher.

IV. Montessori Spirituality

The Child as a Spiritual Being

All:

The children have several moments of practicing visible spirituality in all their environments at different levels.

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Spirituality is present and is exhibited every day in the little things children do for each other on a daily basis. Every day there is an exercise of caring practice with a peer somewhere in the school. This strikes a deep chord of peace, which resonates even if briefly for a moment.

Many different examples exemplify spirituality. It can be at line time as a 3-year-old watches the snowflakes falling in a shaken snow globe. It could be hearing a gentle tinkle of the bell 'zenenergy' chime. Maybe it's a stifled bell held by a child, while walking carefully in the red rod maze. Or it could be reaching for the peace rug to resolve a conflict between two children who are disagreeing with each other. Children looking to resolve conflict will take turns holding the peace flower. This way they can talk about their feelings. The student whose feelings got hurt goes first to speak. Suddenly, as they laugh, they forget why they were there in the first place! All is forgiven. Spirituality prevails.

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Primary does yoga from the lessons they've had in summer camp. To decenter the spirit the children do yoga card exercises on their own. This has become one of the works stored on the classroom's shelf. Listening to the sounds of nature through the open window, hearing the rain fall on the ground, and extending silence during line time while music plays have each proven to be self-soothing exercises.

Sand timers are often used for the silence game. Watching the sand fall slowly shifts the wired-up energy to rest.



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Incorporating the virtue cards in the curriculum from ages as young as 3 to Erdkinder helps in the ethical and spiritual development of the child through its visible lessons and discussions. The teacher gives a definition and elaborates on the specific virtue they are discussing for that week. Daily reminders, reinforcement, and affirmations about virtue continue all that week.

Students get a chance to see positive and negative scenarios enacted by the teacher and aided by peers. This helps children to identify the two behaviors concretely. Role modeling and enactment of a virtue card before the class community is another way of spirituality being extended. This impacts a child directly or indirectly (especially to the child who needs it the most).

Recently, one of the students in the preschool room felt nauseous. A student who witnessed this took him by his hand and led him to the floor, grabbed a chair and a dustbin. The teacher observed the two children helping each other, which showed spirituality, peace, and mindfulness as they are experienced by the children within the community.

There are further examples of spirituality as observed in the classroom, including: Receiving an ice pack from a fellow student when getting hurt; making a friend feel better by going second and letting them go first; and sitting back with a classmate when they get hurt at gym time. The older children also observe their younger friends as they begin to make progress in the community. All of this echoes spirituality.

The ‘feel better chair’ often calms a child and can be used in the classroom on many occasions. The children are shown many ways to take care of planet Earth and how to be respectful to nature. They are shown not to hurt or capture ants, spiders or bugs, but instead it becomes a teachable moment to let them go gently outside. Keeping pets in class teaches them to be kind and gentle.

The emotional and social wellbeing of the child is as important as academic achievement. This makes our school different. A child’s social/emotional needs are to be met first and the teachers have the freedom to address this. So if a child is struggling with social/emotional behavior, to provide support and understanding is a must. This is so they can adjust better in their struggle to find peace and regain their equilibrium, with support from their teachers and community.

In addition, for members of the staff, some presentations have been conducted to touch upon the personal support within the staff community. Some programs in school have been designed for group exercises for mindfulness and inner peace. Religion and special holiday traditions, celebrations are lovely examples of acceptance and diversity that is evident throughout our school community.

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Elementary:

We believe in the inherent spirituality of the child. In elementary, we nurture and foster a deep respect for the spiritual growth of every child. By providing a safe, respectful environment, we support our students' uniqueness and individual needs. We instill in our children the equality of all human beings by exposing them to virtue lessons, discussions, and role modeling of core moral values. Keeping Montessori's vision of education as an aid to life we encourage and provide opportunities for our children to express their feelings and perspectives in a safe and accepting environment.

The job of a peace facilitator in our elementary classrooms is to guide and solve any conflicts that arise in a fair and impartial manner. By following the virtue curriculum, we have opened a new vista of moral discussions and character development for the elementary children. Every week, a new virtue is introduced, followed by discussions, writing activities, creative expressions by teachers and students which include role playing, skits and reader's theater. Students bring the virtues alive by reminding each other and becoming stewards of social justice.

The elementary students often engage in community service projects like going to senior citizens' homes during the holiday season for caroling. The work on raising funds and donating to world organizations like WWF and Food Drives.



The teachers make each and every child believe that they have something unique in them and that each of us have a part to play in the world. By spiritually nurturing the child's need for love, affirmation and acceptance, we instill confidence and a sense of self worth in our students.

We allow students to follow their interests. For example, if a child shows interest in raising funds to save endangered animals, the teachers will encourage and empower the students

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to involve their community in his/her cause. True harmony and a sense of peace can be seen in our children by observing their joy to be at school with their teachers and peers. We strive to involve our students in developing healthy, sustainable lifestyle choices like composting at school, gardening, recycling and reusing materials. Social justice and respect for our planet, its inhabitants - animate and inanimate - is the foundation of our elementary program.

Erdkinder:

V. What The Montessori Teacher Is

Authoritative

Observer

Resource/Consultant

Model

Infant Toddler:

The Montessori teacher is a guide to the children. She uses her knowledge of Montessori Philosophy to help shape and guide the children. She wants the children to have a strong urge for independence, strong concentration and a wonderfully prepared environment for the child to flourish. The Montessori Teacher needs to recognize when each child is going through a sensitive period in order to help them succeed to the best of their ability. She needs to make conscious decisions about the developmental needs of all of her children in the classroom.

“Growth is not merely a harmonious increase in size, but a transformation.” Maria Montessori
The Montessori teacher demonstrates respect for all children and peers she works with. She communicates with her peers, the children, and their parents to make sure that all the needs of the child are being fully met. This covers social and emotional growth as well as their academic progress in the classroom.

The Montessori Teacher must have a joy for learning. She must be a guide to help the children find their own strengths and discover a lifelong joy of learning. The Montessori Teacher must observe; she needs to understand when to step back and allow the child to learn from their mistakes and find inner confidence.

The Montessori Teacher must be a creator. The prepared environment has order, calmness, strong practical life and self-correcting materials. The Montessori Teacher is a learner and student. She must continue her education with yearly training, conferences and self-evaluations.

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"The scientific laboratory...where the teacher will be initiated into the 'observation of the phenomena of the inner life' should be the school in which free children develop with the help of material designed to bring about development. When she feels herself, aflame with interest, 'seeing' the spiritual phenomena of the child and experiences a serene joy and an insatiable eagerness in observing them, then she will know that she is 'initiated.' Then she will begin to become a 'teacher.'" -Maria Montessori, Spontaneous Activity in Education

Authoritative

Our school's belief is that a teacher must understand and have a strong belief in Montessori philosophy, in particular its emphasis on spiritual involvement. This involvement, which must be one of love and respect, enables the teacher to dedicate herself to understanding the child and his unfolding potential.

Montessori teachers at our school are sensitive and understanding individuals who consistently enforce boundaries in the classroom, exhibit warmth in their relationships with their students, and speak to students in a calm, gentle tone of voice combined with genuine love, empathy, and enthusiasm. This way of communicating yields many positive results, the most significant of which is the creation of a comfortable and safe classroom where all children feel appreciated.

Observer

Our teachers maintain active learning environments through keen observation. They time their lessons appropriately, intervening only when children need guidance or help. Careful observations, anecdotal recordkeeping, notebooks, rubrics, and evaluations are prepared by teachers and aid in documenting the growth of their students. In order to develop the skill of objective observation, a teacher must have patience and control her own will. By going through the process of personal reflection, our teachers become perceptive, self-aware facilitators who are able to step back, discover and help implement solutions.

Resource/Consultant

We believe that the teacher is a dynamic link between the environment and the child. Our teachers' primary task is to, through a prepared environment, meet the natural tendencies of the children while stimulating their interest. The school expects the teacher to be a guide, a helper, a director, and a dispenser of knowledge. The school provides ample opportunities for staff to come together to brainstorm and share their knowledge. We feel that there is a great benefit in consulting with each other and in mentoring others.

While the teacher of children 0-3 years speaks a great deal to students in order to emphasize verbal communication, the primary teachers intentionally use fewer words during lessons, thus drawing the child's attention to the material rather than the teacher. In this way, the primary directress connects the learner and the environment. She prepares the environment so that

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independence can best be achieved. Dishes and table cloths are kept in low cupboards so that the children can set the tables for lunch independently. She checks materials to ensure control of error so that the child can use the material independently; for example, she ensures that there are 45 spindles in the spindle box.

Model

It has been our observation that actual behavior has a greater impact than words. Our teachers model purposeful and calm behavior as well as presenting materials in a precise sequence. The impact of observational learning is so strong that children at a very young age have been shown to imitate observed behavior, even the tone of voice. At the 0-3 ages, for example, teachers spend a great deal of time speaking to the children. In this way the children develop the oral language skills that are so crucial. The teacher moves with grace throughout the environment to draw attention to careful purposeful movement.

Our teachers must not just portray desired qualities at specific times, but embody them. For us, that involves all aspects of our school day. Our teachers demonstrate table etiquette by eating with the children daily. We guide our children not only through discussion but also nonverbal cues to redirect behavior. We allow for quiet reflection. Teachers nurture the spirit of the child by being a good listener to their souls. We believe that our established, trusting relationship is integral to this nurturing.

When challenges arise during our day, we as a staff can rely on self-centering techniques and supportive work partnerships in the classroom. We feel fortunate that our community is one where people's feelings are taken into consideration and we model our respect and compassion for our students.

Primary:

The environment created by the teacher helps in laying the foundation for what the child can be through carefully set, stimulating works appealing to the child. This is done because the teacher has followed the child's intentions carefully, how he or she will work through and in the process remove any obstacles or barricades in the way of success. The child is able to move forward within the environment and the teacher observes the entire process.

It is important to build competence with a strong belief that each child will succeed within his or her own parameters. Looking developmentally with the belief that no size fits all, each child is unique. The teacher is able to gauge individual differences, strengths, and weaknesses, and how these can help that individual where they need it the most. For instance, there are maps in the cultural area that children take delight in finishing; they do it from beginning to end.

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The teacher's job is to enable the child by helping them pick a few pieces of that complicated map and help them trace those so the child feels competent at that level. Sometimes students do topography whereas some children will struggle with spatial sense, lacking core strength, which prevents them from completing the task. When this happens, a teacher steps in to assist and ensure the student has the proper materials to aid him or her in completing the assignment. Students who need more help will feel good about themselves because they can complete the map like the rest of the kids who do their maps effortlessly.

Confidence is built over time by practicing lessons and establishing consistency, which also aids in a student's ability to help themselves. This is done over and over again so the children are ready to govern themselves when the opportunity arises beyond the classroom, and into their outside lives. After several lessons, some children may become attached to the teacher's assistance, growing "needy." This child would need to be weaned off from that adult in the class. Some children will not venture out of their comfort zones and instead will settle for things they are accustomed to. Facing new challenges can be daunting, so it's up to the teacher to ready that child to leave his or her secure place.

One such example was of a child who wouldn't try a language work, because it seemed too difficult for her. The teacher had to choose her words carefully and introduce bigger plans. She sat with the child until she got the hang of it and encouraged her progress. Doing fewer words at a time helped. The child is proud of being able to leave that comfort zone and gain that level of confidence, which is rewarding.

The children gain self-help skills when left with no option but to rely on themselves. This autonomy enables the realization that they can do things independently, like lead a line time activity, help a younger child get ready, and put on their winter coat. By not asking for help, the child must look within themselves. The teacher will sit back with a smile and encourage them to find solutions to different situations. This could mean anything from maintaining order and space between the rugs to arranging a work spot without help.

There are many occasions in the classroom when you find a child will observe and watch other children at work. These passive learners are keen observers. They learn as they watch older children do their work, and take with them lessons as they follow all of the steps accurately.

Children often repeat their work to gain confidence. A child may test their skills on the world map multiple times every day and throughout the week. They may repeat this activity and their inner sense compels them to return to this work. For the child to get the most out of the map activity, the teacher is best to leave the child to their own devices. To be respectful of this, the teacher may try to introduce another aspect of the same work in a different dimension, such as adding animals to the continents.

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Some children do not require external motivation to find a work. These children have an inner drive that satisfies them. It may be researching the largest ocean mammal or a dinosaur with a ruler, measuring tape, or strips of paper. Or, it may be working with a binomial/trinomial cube. This child will persist upon correct completion. They are best left undisturbed.

A teacher may follow and observe a child who hasn't any idea what he or she is going to do for the rest of the day. There are times when the child decides what work they will do in the morning and will seek it out right away. This child has an agenda, or a plan that they would like to follow. This is a beautiful intrinsic motivation on the part of the child that really needed no external motivation from the teacher. The teacher will watch and may offer suggestions or guidelines regarding what the child would like to use.

After this, the child may express their desire to work in a specific area. They may want to work on the South America map, perhaps specifically Brazil. It may spark an interest in the Amazon Rainforest. As a child shows interest, after initial difficulty, this becomes a work of choice. They narrow down the plethora of choices, suggesting a plan for their time. It is then the child who makes a choice with the least intervention on part of the directress, thereby maintaining his or her intrinsic motivation.

Lessons given by the teacher have specific instructions; many can be detailed and deliberate. The set up of a rug, the look of a work, a basket on the left side of the rug are such examples. The precise movement of the teacher aids the absorbent mind, teaching order and concentration. The child will mimic the teacher and the movements from beginning to end. In addition, language is an important part of the dynamics of the social group. Learning cues in the group situation, the child begins to see in their environment and follow in a similar manner. Oral language development grows. The child's vocabulary grows by as many as 6,000 words in the first six years of life.

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The teacher is aware of different lanes of development, such as where the child is, where they came from and what the child will be like when they approach 3 to 6 years of age. This is the age of curiosity, the absorbent mind, and independence. The child is eager to explore in the stimulating environment with freedom.

There may be some children in a class who need TLC. The parent shares confidence with the teacher about special circumstances they are going through. These children may have some kind of stress, emotional loss, trauma, post-family crisis as a result of a divorce or abuse. To that end, a teacher who knows a student needs extra care and attention will reach out to the family in confidence of the situation. The teacher is the nurturer that calms spirit in a volatile life, that kind hand the child seeks in times of distress. When his or her emotions are balanced and they regain their equilibrium, then the child is able to learn academically.

The symbolic triangle (child/teacher/parent) is a reminder that a teacher needs support from the family to truly support the child. The teacher is in touch with the family and is available to work with them in different ways. It may be through email, AM/PM doorstep conferences, face-to-face meetings, a quick text message, or a phone call as deemed necessary. Academic conferences are twice a year, but sometimes a mini-conference will be necessary.

Observation serves as a vital key in the correct assessment of each student. Teachers observe classes daily. They may choose to write anecdotal or short lines about what they see when they observe. They also relay information to other teachers, sharing notes, based on these evaluations. Children's progress, weaknesses and individual interests are gauged during the

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observation process. This type of assessment is made to improve an individual child. Often the Head of School observes and creates a plan. Students may change classes to find the right fit if necessary.

Elementary:

All of our elementary teachers are Montessori certified teachers who are truly passionate about Montessori and demonstrate the faith in Montessori's teaching principles as well as faith in the developing potential of the child. Every year, our staff attends AMS/AMI conferences to refresh our minds, exchange ideas with other Montessorians, and learn new techniques and strategies to apply into our classrooms.

Elementary teachers also participate in special workshops/seminars to expand their knowledge and learn new tools to help our students be successful. For example: Neuroscience Seminars, Wired Differently Conference, and others. Our elementary teachers are also pursuing advanced degrees in special education and other fields to better support our children with special needs. Once a week, our elementary team members meet to share and exchange ideas and resources.

The teachers make sure that lessons and presentations are planned for small groups of children rather than for individuals, and are presented in a way that they take into account both the imagination and the ability to reason, two essential elementary psychological characteristics. We introduce concepts through stories, demonstrations, and impressions that appeal to the imagination. A part of the lessons includes asking salient questions to provoke the children's reasoning abilities, curiosity to find out more for themselves. Furthermore, we limit our information in the lessons to ensure that the children will be inspired to pursue those unanswered aspects independently.

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We observe and analyze the workings of our class to ensure that the children are allowed to behave and function independently following the human tendencies and the psychological characteristics of the second plane of development. Our children are free to explore, discover, imagine and communicate their findings, ideas to others and work repeatedly. Students are encouraged to think for themselves, follow their interests, have the offering of freedom within a prepared environment and responsibilities.

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However, the children's freedom must be balanced by its limits and the abilities of the children will indicate how much freedom they can handle. For example, the child can choose to work on what he or she is interested in, but they are responsible to get the work done while the teacher evaluates the outcome based on their skills and ability. The child has the freedom to explore and study any topics that pique their imagination without interference in this regard with a limit which is that work must be constructive and productive.

Three tools are used in the classroom to make sure the balance between freedom and responsibility is implemented. The first tool is the work journal/work plan that the children are expected to keep throughout the day. This helps students to specifically assess what he or she has accomplished and how productive they have been. The second tool is the student self-evaluation and individual meetings with the guides. This is how we show our partnership with the students to allow them to reflect on productivity, assess their responsibilities along with the freedom they're offered.

Together, we help students make plans for future choices and we can make plans for future lessons and presentations. During the meeting, we offer encouragement and any support that the children require, we show the children how much we care for them and their progress. The last tool that we might use when needed is the public school curriculum. We use it to guide the children and show what they are expected to know at the end of the elementary program.

The teachers make sure the children thrive in our elementary classroom with the prepared

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environment which fosters their independence. For example, asking three friends before involving the teacher about work, conflict resolution independently with the support of an older friend or peace facilitator, a folder of classroom materials is available so the children can orient themselves, or even making their own math problems with the guidance from older peers.

Students are encouraged to work in a group collaboratively so they can learn from each other, learn how to work together, learn the art of compromise, and learn how to be considerate and responsible. We create elementary classrooms with engaging, meaningful, exciting work, both individually and collaboratively. The children are also fostered to follow their interests independently without being interrupted by the guides.



When the child faces challenges in social and emotional development, the teacher will have one-on-one and compassionate conversations to show their empathy, to share their concerns and to work collaboratively with the child for future solutions.

Teachers provide different tools for students to practice mindfulness and other techniques to share their emotions and how to regulate themselves in the community. Students are offered morning yoga or exercise for those who need physical activities to start the day. Other students practice breathing and apply zones of regulation as a whole community to define what mood they are in, or how they feel.

There are four zones. The red zone is when you can't control yourself, the yellow zone is when you can tell that your emotions are building up, but you are still in control. The green zone is when your emotions are steady and good, and you are ready to learn. The blue zone is when we aren't feeling our best and might need a little break. We talked about what the different zones mean, how you know you're in the yellow or red zone, and different techniques to get out of them. The children are free to do some activities to help regulate their emotions to meet

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the expectations of the room.



Once a week, teachers support and guide students to hold a student class council to discuss what to do well and what can be done to improve as a community. This lets our upper elementary students take on leadership roles responsibly and other students share their voices, interests and concerns with the class-wide community. Class councils also help promote and uphold the rules and regulations of the community and school.

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Elementary teachers maintain consistent, daily communication with their parents via email, phone, meetings, and Fall and Spring conferences to update children's progress. Recommendations are also given to help support children at home.

Erdkinder:

All of the Erdkinder teachers are trained specialists in their respective academic areas. Our lead teachers are Montessori-certified, devoted teachers who model Montessori philosophy on a daily basis. All of our teachers participate in multiple workshops or seminars each year where they learn about new research or specific strategies to help our students become successful learners. For example, a recent seminar focused on methods to help students become better and more excited readers based upon recent research. This is particularly helpful at the Erdkinder level by which time many reluctant readers have decided that they either don't like to read—or don't read as well as they should. Working in tandem with the primary and elementary teachers to boost the students' reading skills and gain confidence in their abilities earlier on will have direct impacts on the success of future Erdkinder students.

Our Erdkinder team teachers meet once each week to discuss the students, curriculum, school policies, and exchange resources. This gives the teachers time to air concerns and discuss constructive solutions while further solidifying the strong bond of respect between them. These meetings also give our team the chance to make sure that our individual course curricula match up to provide ample opportunities for cross-curricular connections and/or larger scale cross-curricular projects. For example, a large cultural study project incorporated elements from history, ELA, and math.

An important component of the Erdkinder curriculum that demonstrates great respect for the individual learner is teaching the students to learn, practice, and then exercise their critical

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thinking skills. Students are given manifold opportunities to query and research important questions both on their own and with guidance from their teachers. Socratic seminars have helped the students develop these critical thinking skills necessary to move from the elementary plane of development to the early adolescent and through to the late adolescent plane of development.

The Erdkinder program fosters independence, order, and concentration in the student by guiding the students to make reasoned choices and supporting them in their quest for knowledge. Teachers make every effort to observe the students and get to know them as individuals in order to group them accordingly and then further scaffold their assignments for maximum potential challenge and success. so that the students can accomplish their goals. Students in the third plane of development desire independence but often regress due to the turbulence of puberty. Teachers recognize this as a challenging time and try to meet each student where (s)he is.

In order to build independence, teachers have provided redundant systems for our students. Our program requires students to keep a daily planner with them at all times so that they can learn to become responsible for their own schedules while at the same time are given guidance from their teachers. In addition to their planners, student work and reminders are posted in Google Classroom and assignments are given orally. This redundancy allows students (and their parents) to have access to multiple modes of teacher-student communication and reminders and ultimately fosters greater self-reliance in the student.

Students are encouraged to work in groups or collaboratively when to benefit their learning process. Group learning can be more exciting and effective for many students. However, some students who prefer to work more independently are also afforded many opportunities to do so as well. In group projects, one of the goals of our teachers is to have the students learn how to take on the various roles necessary to bring a project to successful completion—as a leader, collaborator, follower, etc. Not everyone can be the leader all of the time, and learning when to bow to another student’s greater knowledge or expertise while still enjoying a fulfilling collaborative role is equally important as establishing ways to practice leadership skills.

Erdkinder teachers take their role as guides very seriously and always attempt to model the kinds of behaviors they want the students to emulate. Our teachers are empathetic and supportive with great respect for where each student is in the moment and in their learning process.

The Erdkinder teachers utilize a variety of methods to communicate with parents. Each teacher has a google classroom gradebook where all assignments are located for students and parents. Through Google Classroom, teachers can send updates to parents and students about missing assignments, updated grade reports, and upcoming assignments. Parents can sign up on

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Google Classroom for weekly updates or updates each time a grade is entered. Teachers also contact parents through email. Emails are sent when students are struggling in class and parent intervention needs to take place or when teachers have positive comments to pass along to parents. If teachers need to meet with parents about student progress meetings can take place either in person or online (Google Meet).

Teachers are very proactive with contacting parents about student progress, specifically when grades have dropped, assignments are missing, or a student's behavior has changed in the classroom environment. While grades are important at MANH, we value the social and emotional development of our students more. Teachers are very accommodating and understanding of the struggles that our students experience on a day to day level as well as events that take place where students need time to process and heal.

At MANH, we also have a mentoring program where students meet with a specific teacher once every other week to discuss social and emotional topics. This creates a strong bond of open communication between the teacher and student. If anything concerning is revealed during a mentoring meeting, teachers are mandated reporters and will give any information to authorities if they feel that the child is in danger in any way. Many students and mentors meet more than twice a month because teachers are available to mentor them whenever they feel the need to talk or share. Mrs. Motlagh, who normally mentors the upper Erdkinder students, meets with students regularly during their senior year to help and guide them throughout the college application process, which is a very stressful time for the students, as well as provides guidance and encouragement as students transition from high school into their adult years.

VI. What The Montessori Teacher Does

Respectfully Engages with Learner

Facilitates "Match" between Learner and Knowledge

Designs/Organizes/Prepares Environment

Infant Toddler:

The Montessori infant and toddler classrooms are structured around frequent and careful observations of the children. This is particularly important with these age groups because the children often cannot speak yet to communicate with the teachers in the room. In the infant classroom there are daily observations made by the teacher for each individual child.

Observations about what the child is doing, what they are eating, how much they are eating and how they slept that day. Teachers share observations they take with the child's guardian at the end of the day so there is good communication between the teachers and the families we serve.

In the toddler classroom the teacher takes observation notes throughout the week. At times they will focus their observations on a specific child, other times certain areas of the classroom, or

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even just observing how the children respond to certain materials. During naptime the teacher reads their observation notes that were taken and adds anything of importance that happened during the morning. The teacher uses these observation notes to make sure that the room is set up for success and that the children are getting everything they can out of the classroom. These observation notes help when it comes time to have conferences and we are able to go back and give detailed examples to the parents about the different behaviors and works their child is doing.

In both the infant and toddler classroom teachers will present works and wonderful observations are made when we watch the child try something new for the first time. It is very special to witness a child learn a new skill that they have been working on.

An example of an observation made in the toddler room: A friend was constantly getting frustrated when it was time to go outside because they could not get their shoes on independently. After letting the child work on this task independently and having to step in daily, the teacher reached out to the parent and talked about getting the child a larger size shoe that had a sturdier build to try and have them become successful in their independent learning. The following week the child put their own shoes on when getting ready to go outside and was so proud of themselves. The joy on the child's face said it all: I can do it myself. Likewise, when our younger friends are first putting on their shoes it is beautiful to watch the older friends try and help them and use the same language they hear their teachers using.

Observations are especially useful in designing and using instructional strategies and materials that reflect Montessori practice and meet student needs. Through observation, the teacher is able to learn what a child enjoys, and in doing so she is able to specifically design works that are tailored to each child's interests. This is very important for all students, but especially those who are new to the classroom and need help acclimating, those who have difficulty maintaining a focused period of work time, or those who are not interested in a particular area such as math or language. For example, if a student does not like math but the teacher knows they love animals, an animal counting work can be added to the math area.

Being attuned to the interests of each child is also important in addressing their unique developmental needs. Children in the toddler room are too young to qualify for an IEP (Individualized Education Plan) and typically do not have an IFSP (Individualized Family Service Plan), so it is up to the teacher to recognize what interventions will meaningfully impact them and have a positive influence on their day. Aside from simply providing materials that meet their interests, this also includes the teacher recognizing the works or activities that are calming for students who have difficulty self-regulating (e.g., water works, gross motor in the gym, calm and quiet works, coloring, yoga/deep breathing). For children who demonstrate delays in speech or gross or fine motor skills, the teacher must also find opportunities to carefully guide the children in these areas through the selection of meaningful activities. For many children, a quiet space to

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rest or take a break from activities is critical. Through her careful observation and cultivation of the environment, the teacher is able to build a detailed record of the child's needs and abilities in the classroom and is able to communicate with parents about their child's progress.

This record-keeping is not only important for students who demonstrate a need for specific accommodations or modifications, but for all children. In the Montessori classroom, the teacher is in constant communication with parents and family members through a variety of methods. The most visible is talking face-to-face with parents at drop-off and pick-up. The teacher also posts messages and student work on a bulletin board outside the classroom or sends them home with students. The teacher updates a regular blog with photos and short descriptions of daily or weekly activities. More formally, teachers may email parents with student concerns or positive feedback, or call to schedule a phone conference or in-person conference for important events like potty training. For all families, parent-teacher conferences are held in December and April, where the teacher uses her observations and records to inform parents of their child's progress, interests, and involvement in the classroom.

The Montessori teacher is skilled at promoting the active involvement of students in the learning process by staying in tune with their interests and abilities. In the infant and toddler classrooms, students tend to be naturally engaged and involved because everything is new to them! As students start to acclimate to the classroom, they begin to explore extensions. Additionally, as they become more familiar with the classroom routines and materials, they are able to help the younger or newer friends. This collaboration builds the foundation for them to work successfully in the toddler and primary classrooms and helps keep students engaged in their work.

The Montessori teacher recognizes students who have achieved familiarity with the classroom routines and materials, and she is able to provide them with new opportunities for meaningful, age-appropriate leadership. Older children are given additional responsibilities in caring for their environment and caring for the other children. For example, children may be given the opportunity to care for the environment by cleaning a table, sweeping the floor, folding towels, or helping to clean up the playground or gym. They demonstrate responsibility in caring for younger children by helping them put their shoes on, roll up their rugs, demonstrating works, or modeling how to sing songs or play games at line time.

Students in the Montessori classroom are able to maintain their active involvement in the classroom through their level of interest, collaboration, commitment to one another and to their classroom, and also through their ability to assess their own work. This crucial attribute of the toddler classroom is achieved through the teacher's careful selection of self-correcting materials (e.g., in the knobbed cylinder work, each peg fits neatly into just one slot). For some works, such as the sound cylinders, the teacher may add an additional element of self-correction (i.e., matching colored stickers on the bottom of each pair of cylinders). During the initial presentations of a work, the teacher would instruct the child on how to use the self-correction

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element. For toddlers, it becomes visually apparent if a work is not completed correctly. This allows the child to easily fix his own mistakes by assessing his work in a way that is developmentally appropriate.

To develop these skills, the Montessori teacher provides her children with a balance of individual and group work time. In the toddler classroom, children have a two-hour uninterrupted work period. They are of course free to use the Montessori materials throughout the day. The lead teachers and assistants present works throughout the day, and while these presentations may be intended for just one child, toddlers will naturally gather around a presentation, turning an individual presentation into a small group presentation. The teacher carefully selects gross motor activities and songs for line time to build routines and community in the classroom.

Primary:

It is the teacher's duty to figure out what will work for each individual child within their individual environment, including what clicked in terms of method. When showing sounds to a 4- or 5-year old and hitting snags in the process, the teacher will decide what happens. He or she will consult with her team and evaluate. The school provides a specialist, then a conference with parents occurs. Working with a specialist provides that extra help.

The teachers are sent to state and national conferences to stay in touch with research and learn of new research-based studies in the field of Montessori education. The teacher encourages tendencies for children to think outside the box without a one-size-fits-all approach. A keen, insightful student may observe things in unique ways, sometimes taking the sensorial material and finding different ways to do the work. Some children look at sensorial material, especially the colored cylinders and think of them as people or buildings and form a unique perspective.

The unique expression and creative burst of individualistic work is often seen when children use patterning blocks or cuisenaire rods. Children who attempt to do research are curious and want to learn statistics, but their interests are piqued by "cool facts." The teacher provides books or cards which contain scripts for the child to research. The child tries to write by themselves what they have heard, summarizing it in their own words. Lessons in peer teaching are encouraged by the teachers. The lessons inculcate self-worth and empower the mentor. Doing this mentorship has a lasting impression and also to the follower. This is a cycle that goes on, when the younger follower takes the place of the mentor down the road as he or she grows up and leads the younger ones in the same manner.

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There are ample windows of opportunity for children. Students enjoy the comforting stability of the classroom, the adults in the environment, the lessons given in the class, their uninterrupted work time, their free choice of work within a certain framework (freedom within limits), critical thinking, problem solving, and resolving conflicts within the class community.

There are those few children in the class who wander and watch observations of others and habitually walk over and listen to the presentations given. They are attuned to the lessons being given by the teacher. The teacher allows these children to sit and watch, while knowing if the given lesson is age appropriate and beneficial to the child.

A 3-year-old child touching the teen board after being allowed by the teacher is a good example of children gaining competence by choosing work that is developmentally appropriate. The teacher lets her count the beads and the numbers in order and has her put it back, respecting her to “do it herself” while making sure she was there to assist, if needed. This is a scaling down experience that satisfies the young 3-year-old respectfully. Another child is comfortable in limited line time experiences. He will come and go as he pleases.

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The teacher is aware of this child's growth and readiness as he joins line time activities. Under the guidance of the teacher, the children are enabled to do research, work presentations and find answers, and work out solutions on how to problem-solve situations (such as setting up the rug, and long chain arrows in a given area).

Working as teams, students collaboratively help each other through the process. They go over facts from known to unknown. The teacher presents individual lessons on geometric solids or triangle boxes. She may give the binomial cube presentation to one child and inadvertently there may be others who will come and observe as well.

The teacher plans short kindergarten lessons on banker's addition for three to four children, or the money game. For older 4-year-olds, the teacher knows she could present the red rods or number rods pyramid, confident in the fact the 4-year-old and young 5-year-olds would be able to enjoy this sensorial exploration.

The children work independently on their journal writing to the best of their academic ability. They use control for letter line sounds, sight words to facilitate self-help and spell phonetically with visual cards for both print and cursive letters.



The teacher does observation and records lessons, given or missed. The responsibility is shared by both teachers. Daily observation, and weekly anecdotal or short notes goes back to

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these lessons. The observation logs are beneficial in record keeping and transferring data to parent-teacher conferences. The primary teacher keeps the records and the sounds presented.

The assistant teacher assists in this process and contributes actively, giving input with examples. During the sectional meeting between the primary staff, issues are often discussed. A few strategies may be offered to address certain areas, making them workable or improving existing ones. Periodically, areas of academics are discussed where the teachers will share their experiences and new ideas with other primary teachers.

The teacher's observation is usually dependent upon the tempo of his or her class. He or she may record notes during the class or after presentations, or end of the class. In addition, the blogs are written by teachers showing children works through beautiful pictures they take. The teacher often clicks selective pictures to add to their blog via email. Both teachers discuss the desired presentation they will give to the children in the beginning of the class and may plan for the future lessons at the end of the day.

The teacher's observations take place during lessons. At the end of the class makes notes, checks if anything needs to be addressed, and repeats lessons before moving up the child to the higher level. Sometimes this becomes an opportunity to go through the checklist of sounds recognized and mastered for a 3-year-old. Before showing the ending sounds, the teacher must know if the child has retained a considerable amount of initial sounds before presenting the ending sounds.



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Opportunities are present for the children to choose work. When a work seems too challenging, the teacher scales it down to the child's level and ability. The child may be given some gentle cues so he or she can find a work which is more developmentally suitable. For instance, students may choose to do a North America map rather than the Europe puzzle map. A child may be offered suggestions so they can make an independent choice within that framework, keeping in mind his or her confidence and independent choice is upheld.

Older children may desire to revisit the practical life area where they can refine their gross and fine motor skills in a social setting. Some may need more practical life activities especially if lacking coordination in penmanship.

Teachers are in constant communication with their students. Emails are sent every day, and parents can subscribe to a weekly blog to be in loop with the class activities of the children. Text messages may be sent between the teacher and parent if the child is new or has separation anxiety, or as deemed necessary by the child's needs. The face-to-face front door conversations at drop-off or pick-up time are necessary for maintaining positive relations.

Parents are encouraged to respond through email and doorstep conferences. At times mini-conferences between parents and teachers are necessary if there are matters that need attention regarding children's progress. A quick reassurance phone call made for a few days will quell parental anxiety for first-time parents leaving the child in a new environment.

For children facing challenges in the reading area, in sound recognition and retention, there is help available. The teacher observes, makes notes and addresses the issue with the Head of School to intervene. The reading specialist may do evaluation with permission of the parents, who are involved in the discussion to decide how to best help the child.

Upon the recommendation of the reading specialist, there are services available to assist the child. This is funded with family insurance or out of pocket by the family. Such intervention is supported by the school to flag down issues teachers see on the radar and provide timely assistance to the child.

Students of all ages are presented with opportunities for leadership activities in primary, such as peer teaching, playing board games, floor puzzles, helping with work, helping with putting on coats and shoes, being line leaders, holding the door, and leading line time activities by older 5-year-olds. In some instances, the 5-year-old can step in to present a work.

The child may present cards and counters, or tweek odd and even numbers for a younger child. In practical life, when spills occur, the teacher makes it a teachable moment to step in and help

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clear the mess herself and thereby model behavior for kindergarteners to show younger peers. When this occurs, teachers may make it into a lesson in social responsibility.

Elementary:

At the elementary level, the teacher serves as the guide between the child and the cosmos. Children are inspired by the Great Lessons at the start of the year through the teacher's dramatic storytelling, demonstrations and impressionistic charts. Nurturing the seeds of inspiration, children then unfold the universe before them through meaningful work in the classroom.

The guide asks a question for children to ponder, provoking their reasoning abilities, stirring curiosity and developing critical thinking skills. The information is limited to ensure that the children will be inspired to follow up independently. After the lesson, the teacher proposes suggestions about the possibilities of constructive follow-up work activities and the children are free to choose any medium to explore as long as they are gainfully occupied. The children can collaborate, discuss with other students, or split up responsibilities to work on alone and then bring it to the group later.

Materials are presented in such a manner that emphasizes the educational aim of that material and engages the child in the learning process. Our teachers present in a graceful manner with a minimal use of words so as to funnel the child's attention to the activity at hand. The teacher meets the student's needs by providing appropriate materials and having enough assessment to decide if the child should move on or need to go back to reinforce the knowledge. Some first graders, who did not have enough experience because of COVID-19 lockdown, were provided concrete materials from the age 3-6 level, which supports children's needs before moving on with elementary materials.

In elementary classrooms, big group lessons are presented creatively to engage students. During COVID-19, the teacher not only presents classic Montessori lessons but also provides interactive based lessons to meet the needs of students at home such as slideshows, videos, interactive quizzes. The teacher also supports learners with different needs by offering individual or small group lessons to reflect the children's learning progress.

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Teachers make sure the students have reviewed what they covered from previous lessons. The teacher might ask the students to recall preliminary information, what the last lesson was about, and how it connects to the next lesson. The teachers make sure students understand the concept before leaving the lesson.

The teacher uses the strategy "I do - We do - You do" to assess the students after the lesson is given. The students are encouraged to practice the work after the lesson, ask peers when needed, and request to work with the teachers. The teacher wants to make sure that the child is encouraged to find information for research independently from books and resources in class and school before reaching out to outside resources such as the internet.

Students are given three hours of uninterrupted work time each morning. Specials and large group activities are reserved for the afternoon in order to honor this morning work time. Teachers respect the students' individual work time and will not pull them for a lesson until they are finished with what they are doing. We will not interrupt them for "our time" during "their time."

The teacher makes sure the children can get involved in their learning process, depending on the ability of each child. The teacher will help the students make plans for their day and work thoroughly, or monitor his or her own freely chosen work by keeping track of what the child does throughout the day. This requires persistence and follow-through from the teacher. The record book or work journal offers the child an opportunity for self-evaluation and a means to responsibly handle the free use of time granted to them.

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During weekly meetings, the teacher and child share observations, recommendations, notes with each other, acknowledge efforts and work collaboratively for future improvements. It's the time for the two to see if the child has been accountable to the freedom extended to him or her. Depending on what comes to light, in some cases it will be during these meetings that the child will redesign their approach to their work and free opportunities. The teacher will guide the child to create solutions and suggestions for improvement by themselves, rather than imposing a plan and a conclusion onto them.

The teacher makes sure to communicate with parents regularly through emails, phone calls, or text messages in case of emergencies. The teacher discusses nine Montessori outcomes during our Fall conference and updates academic progress. The school uses a Transparent Classroom to update observations, academic progress and pictures of children to parents on a daily basis.

Erdkinder:

At MANH, each teacher uses different instructional strategies, innovations and activities each day. As a team we collectively learn from one another as well as learn what works best for our students. In the past several years, teachers have moved to more online-based research using the PBS website, SAS curriculum pathways, no red ink website, and a variety of other learning teaching tools we have found that work well for the students.

While students are working on different activities or assessments, teachers monitor they're learning as well as their progress on assignments. Students are given real time feedback on what they are working on on almost a daily basis. When larger assignments are assigned, teachers break down assignments into more manageable parts for students who need help with goal setting and planning.

In all classes, students are given rubrics to help monitor themselves as well. It is very important that our students know what exactly they need to do to be successful and what that success can

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look like for them. This empowers them to choose assignments that they enjoy and more importantly that they are learning from. All curriculum is aligned with the Illinois state standards as well as active participation between all Erdkinder teachers to make sure that the curriculum is vertically aligned.

Through the use of online resources as well as Google classroom where all students' grades and assignments are clearly visible for teachers, students and parents. Students have a much more active involvement in their learning process because of having the other availability to check Google cross classroom whenever they would like. Each student is also seen as an individual who has their own interests and specific learning styles, teachers take this into consideration when students are working on larger assignments, specifically large projects.

In English literature class, students are given a variety of project ideas based on a variety of different learning styles. This helps students to feel like they can be successful on any assignment given to them and also uses their gifts and abilities in a new way through exploration, creativity, and fun. At the beginning of the year, students are encouraged to explore how they learn best. In writing class, students are given different instructions on how to take notes and then to find out which note taking format works best for them as a learner. This is very important for students because we want to empower them to be active participants in their own learning process.

Once students understand that they can control how they learn they are much more likely to be more engaged in class, choose assignments that challenge them but also utilize their gifts and abilities. Students can also consistently check their work on rubrics teachers have given out as well as check Google classroom for any grades that have been posted so that if they need to make up any work or if they would like to redo any work they have that opportunity.

Open communication between teacher and student is very important at MANH. This communication allows students to advocate for themselves because they feel comfortable coming to their teachers and know that their teachers care about their social and emotional well-being more than a grade in the grade book.

Uninterrupted work time is something that is very important at our school. We make sure that each day our students get enough uninterrupted work time to accomplish the goals and tasks they have set for themselves as well as to manage their long-term goals for specific assignments and assessments. During this uninterrupted work time, students are self-directed as well as self taught while their teacher monitors progress as well as comprehension. Many of our teachers give a short lesson during the class period; the lesson can be given to an individual student, a small group of students, or as a whole group lesson.

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The teacher monitors who needs extra time on the content and who is ready to move forward to show their learning and understanding. Students who are ready to move forward are given assignments to work on on their own or in small groups. Each day is different for the teachers and for the students because the teacher makes decisions on goals for the class that day based on observation, discussion with students, and overall goals for the scope and sequence of that class.

As well as working on assignments and assessments in individual small and large groups our students are also given the option to collaborate with their peers on larger assignments and assessments, this can include projects that are the culmination of their learning for that specific unit in class.

As mentioned previously, our teachers utilize Google classroom as well as all the Google apps to keep clear records of our lessons and activities as well as grades for the students. By using these programs, teachers are able to stay more organized and grow their lessons and data from year to year. In Google classroom, students are able to monitor their own progress (grades, assignments, assessments, group activities, etc.) and see all of their previous assignments as well as upcoming assignments in each individual class.

Teachers also utilize Google Drive where we share information and work collaboratively on assignments, activities, and lessons for our students across the curriculum. By working collaboratively across the curriculum, our students Make connections between each subject and how they interact and support one another.

By utilizing Google classroom as well as the Google apps teachers also are able to bring insight and understanding and help other teachers when a student needs extra assistance. In a weekly meeting, teachers discuss student progress as well as what lessons and activities have worked for that week. During this meeting, teachers are able to collaborate and help one another by giving feedback as well as encouragement.

Teachers observe students during lessons and on an individual basis. During class periods while a teacher is instructing or directly teaching, each teacher asks questions to check student comprehension several times before moving on to work time or the next lesson. A very simple way that the teachers at MANH do this is through participation in class as well as by monitoring each student and checking their work throughout the class period.

All grades are uploaded to Classroom which helps teachers and students keep track of their progress in the class. In English literature, every formative assessment can be retaken to ensure that students are learning and comprehending the content. It is very important to the teacher that class is not moved further until the individual student understands the content to the

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best of their ability. If a student is failing to complete work or is struggling to understand the content, the teacher will give that student individual lessons or review.

At each grade level, teachers utilize rubrics on all summative assessments (projects, essays, creative assignments, etc.). Students are given the rubrics at the beginning of the assignment so that throughout the learning process they can refer back to the specific expectations and self assess throughout. At the end of the assessment, students are asked to “grade” themselves on the rubric to see how well they did on the assignment as well as to compare their “grade” with the teacher’s grade.

Students can then ask their teachers any questions they may have about the assignment and what parts they could improve on next time. One student who struggled with understanding why he was earning the grades on assignments in English Literature saw a significant improvement on his overall grade as well as his enthusiasm for the class once he was guided as to how the assessment was graded as well as specific examples of how he could improve his scores next time.

In English Language, students are given guide texts as well as sample writing assignments from their teacher who either writes the essay herself or finds grade appropriate texts to use as an example.

At MANH, teachers utilize a variety of methods to communicate with parents. Each teacher has a google classroom gradebook where all assignments are located for students and parents. Through google classroom, teachers can send updates to parents and students about missing assignments, updated grade reports, and upcoming assignments. Parents can sign up on google classroom for weekly updates or updates each time a grade is entered.

Teachers also contact parents through email. Emails are sent when students are struggling in class and parent intervention needs to take place or when teachers have positive comments to pass along to parents. If teachers need to meet with parents about student progress meetings can take place either in person or online (google meet). Teachers are very proactive with contacting parents about student progress, specifically when grades have dropped, assignments are missing, or a student’s behavior has changed in the classroom environment.

As an Erdkinder program, each teacher makes accommodations to help each student succeed in class. In each class, accommodations are made based on student needs. Some accommodations teachers make include: giving more time for tests, quizzes, and projects, allowing frequent breaks, assigning preferential seating, giving more time on assignments, breaking down projects into smaller parts, and assigning students daily goals.

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In ELA classes, students are allowed to retake any formative assignments, and on all writing assignments, students are given feedback and time to then rewrite their assignments. In math classes, teachers evaluate students in alternative ways (verbal, retakes, and projects). Math teachers also do not move on to another concept until the student has reached mastery. We meet the students where they are at, and each student is given specific accommodations based on their needs. Meeting each week, the teachers discuss how to best help students who need extra support and attention in class. They discuss accommodations they have made for each student and what works best for the learner; this greatly helps the other teachers to adapt and make similar accommodations in their classes.

Additionally, the Erdkinder program provides students with diagnosed disabilities one-on-one support in the following areas with a certified SPED instructor to: clarify and reinforce content introduced in content classes (Literature, Grammar and Writing, Social Studies [at student or teacher request]); support and practice reading comprehension skills; practice and monitor oral reading fluency (no student need at this time); plan, organize, edit and revise writing; and support executive function skills: organization, work completion, task analysis, and time management. Along with one-on-one support, the SPED instructor also utilizes push-in support in English literature and grammar classes; students are assisted during class time and accommodations are made by the SPED instructor and the teacher.

Students at MANH have several opportunities to participate in meaningful leadership activities. Each year the activities vary based on student interest as well as their own passions. A few activities that are consistent in each school year include: council and stewards of humanity. In council, students solve their own problems, though a council setting on as individuals. This gives them ownership of their words and actions and allows them to practice being citizens of the world.

When a student is given the opportunity to be treated with respect and allowed to solve their own problems, they are more likely to advocate for themselves as well as learn to work with a variety of people who they may or may not get along with. Our students are taught to treat others with respect and during these council meetings they are able to take ownership of the school, their own actions and words. Students also have ownership over the building by taking on cleaning roles.

Each student is given a job to clean a specific area of the building. They are trusted to stay on task and accomplish their goal for that day. As stewards of humanity, our students have opportunities like: mentorships with primary and elementary, outside volunteerism, International Day, Trunk-or-Treating, food & book drives, Adopt-a-Family at Christmastime, etc.

Mentorship with primary and elementary students is one of the most important and impactful leadership roles that our students take. They come alongside younger students and really

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become like older siblings. Our students look out for their young mentees and have been known to notice learning difficulties or delays in younger students because of their close relationships. This relationship is so important to not only the younger children but the Erdkinder students as well.

Narrative: Discuss **HOW** your school currently meets this Standard and all of its criteria.

See above for narrative by level.

Areas of Strength: What are your school's strengths in relation to Standard 3?

We are very proud of our authentic Montessori practice across all programs at school. We value the pillars of Montessori. We protect the uninterrupted work period, support mix age groupings (we are passionate about the 6 year elementary model and the 3 year cycles in Erdkinder) and supply teachers with all of the essential Montessori materials. We have aligned our specialty classes to align with our vision for Cosmic Education in order to give our students a global perspective.

Areas of Needed Improvement: How can your school improve in relation to Standard 3?

We have newly developed a school wide curriculum that we are reviewing. Because we have teachers with training from different training centers, it will take time for alignment on the curriculum. Additionally, we would like to formalize our classroom material lists.

Goals: As you review your responses to the indicators of your school's compliance with each criterion, what major trends, areas of focus, or goals emerge that relate to Standard 3? Include goals to address the areas of needed improvement.

FOR USE BY THE ONSITE VISITING TEAM ONLY:

- Anecdotal evidence of the school's compliance or non-compliance with the applicable Standard and corresponding criteria that is collected by the team over the course of the onsite visit should be presented in narrative form in the comments section.
- A recommendation **must** be included for any criterion marked "no".
- Only commendations and recommendations discussed, corroborated, and agreed upon by all team members may be included in the final report.

Comments:

Commendations:

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Recommendations:

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Standards Assessment – Standard 4

STANDARD 4: DOCUMENTING AND USING RESULTS – Learner Outcomes		
The quality Montessori school enacts an ongoing assessment system that monitors and documents learner outcomes and uses these results to improve educational effectiveness.	STANDARD 4 COMPLIANCE	
	School Self-Assessment	Visiting Team Assessment
	<input type="checkbox"/> Fully Met The Standard is “fully met” when evidence is provided to verify that all applicable criteria are met.	<input type="checkbox"/> Fully Met All 6 criteria are met <input type="checkbox"/> Substantially Met 1 criterion is not met
	<input type="checkbox"/> Not Met	<input type="checkbox"/> Not Met 2 or more criteria are not met

List of Verification Documents Available for Visiting Team: Standard 4		
Document Name/Method of Verification (i.e. classroom observation, faculty interview, etc.)	For Verification of the Following Criteria (i.e. 1.2, 1.3, and 1.4)	Location (i.e. centralized document box, locked filing cabinet/office, electronic file, etc.)

CRITERIA:

In a quality Montessori school, the administrative leader, faculty, and staff collaboratively...

CRITERION 4.1		
Determine written benchmarks across all program levels that indicate progress towards the following learner outcomes: academic preparation, autonomy and independence, confidence and competence, global citizenship, intrinsic motivation, social responsibility, and spiritual awareness/cosmic education.	School Self-Assessment	Visiting Team Assessment
	X Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A		

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CRITERION 4.2		
Create, publish, and implement a data-driven system including qualitative (rubric-based) and quantitative measures (as appropriate to the age level) to assess student progress toward the established learner outcomes.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
<i>Please list any applicable state and/or licensing regulation (s) that the school must comply with.</i> <input type="checkbox"/> N/A		

CRITERION 4.3		
Analyze this recorded data, action research, and classroom observations to examine each student's physical, social-emotional, and cognitive development.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
<i>Please list any applicable state and/or licensing regulation (s) that the school must comply with.</i> <input type="checkbox"/> N/A		

CRITERION 4.4		
Use the analysis of this data to make curricular and instructional decisions for individual students.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
<i>Please list any applicable state and/or licensing regulation (s) that the school must comply with.</i> <input type="checkbox"/> N/A		

CRITERION 4.5		
Evaluate school-wide effectiveness in meeting established benchmarks using compiled student data.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
<i>Please list any applicable state and/or licensing regulation (s) that the school must comply with.</i> <input type="checkbox"/> N/A		

CRITERION 4.6		
Use the results of a systematic analysis of instructional effectiveness to drive continuous improvement of teaching and learning processes.	School	Visiting Team

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	Self-Assessment	Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A		

NOTE: To mark the checkbox, double-click the checkbox. A window will appear and offer the option of “not checked” and “checked” (under “Default Value”). To check the box, select “checked” and click “OK”. If this does not work, then type in “X” next to the checkbox.

Learner Outcomes

Describe “evidence” that students are developing the following qualities, including specific descriptive examples, *for each age level served by the school.*

I. Academic Preparation

Infant and Toddler Communities:

In the 0-3 Program, the preparation begins with how the teacher prepares the whole environment. We show respect to the child from birth. Just because a child is smaller than us does not mean they are inferior. Learning to focus is important in the Montessori curriculum. Focusing on one activity at a time is a skill we believe needs to be developed and this begins at birth. The materials and activities aid in building this particular skill.

Having a nurturing environment to learn in gives children an advantage and that’s what the Montessori Infant classroom does for a child. The classroom is based on observing and following the child. During the school day, it is normal to see a teacher sitting back and just carefully observing the children. She does so with a non-judgemental gaze to learn more about what her students' needs are. Doing this allows them to know what they are capable of and in what areas they may need additional help. This is important because we want the child to be independent, so we do not give them any unnecessary aid. We allow the child space and time to figure out things on their own and we model behaviors we want them to learn. This builds confidence and a sense of pride.

Montessori classrooms are designed to offer lessons, activities, and tools that match the developmental needs and interests of each individual child. It is important to note that not every child will be interested in every available lesson. This is why children are allowed to choose the lessons they gravitate toward naturally. Each child has their own schedule that the teacher learns. In the Infant Room, the teachers follow a daily report paper that the teacher fills out on daily activities of each child. Teachers have notebooks to log observations, with anecdotal records, running records, and lessons that were

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presented, practiced, and mastered. The Toddler teachers complete a Toddler Evaluation form to go over with parents during Parent Teacher Conferences. The form is based on the nine Montessori outcomes of the Authentic Montessori Approach. For the infants, we do not use a conference form, we have a developmental checklist that the teacher fills out when the child is ready to move on to the Toddler Class.

“Obstacles must be reduced to a minimum and the surroundings should provide the necessary means for the exercise of those activities which develop a child's energies.”
~Maria Montessori

The role of the teacher is to observe each child's interests and their progress through the lesson. Teachers provide direction and/or assistance when needed to help the child connect with the learning materials. Based on this interaction with the children, teachers can swap out materials or introduce new ones. There is only one basis for observation: the children must be free to express themselves and thus reveal those needs and attitudes which would otherwise be hidden or repressed in an environment that did not allow them to act spontaneously. ~Maria Montessori

The lessons and learning materials in the prepared environment are set out on low, easily accessible shelves. The classrooms are set up according to content areas of the Montessori curriculum: Practical Life, Sensorial, Language, Science, Art, Math. Children are taught communication and respect for their environment. The teacher is there to provide a safe calm environment that the infant and toddler can thrive in.

Weekly blogs are posted for the parents of each classroom. These blogs provide a window into what the children have been learning in the class, along with information to use at home. Parents are free to email the teachers to keep the communication open.

Primary:

The primary teachers follow the written benchmarks which have recommended expectations according to the skills and level of progress made. The learner's progress is noted in all areas of the curriculum and is holistic in nature. There are conference forms that are comprehensively done which encompasses the whole of the curriculum. These forms inclusively cater to all children in primary - the three year old, pre-k and kindergarten twice a year. They serve for the purpose of evaluation concretely and are broad based as well.

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This assessment is a valuable tool and serves as a written benchmark for each level to ascertain the key areas and core subjects taught to the primary.

This form is documented by the teacher so the teacher's are able to monitor the learners outcome and thereby effectively improve the educational process for the child in each age level. Preparing the child for this journey starts from the very beginning when the child walks in , helping that child and creating that environment enabling independence in all things they do encouraging independence in all things they do also encouraging autonomy.

Observing the learner how he/she visibly demonstrates confidence, the child takes baby steps towards that goal. For instance, mastering gross motor skills, learning to go on monkey bars, learning to let go of the fear of falling and gaining the confidence to slowly conquer that fear, to try tenaciously until confidence is gained. The child's capacity to gain confidence is measured, progress noted and recorded. The level of competency is unique to each child and is measured in the parameter of each individual success.



Cursive writing could be another example which is a clear indication of the learner's competence. While learning to do print/cursive sounds simultaneously, the child matches print and cursive letters with objects in the object drawer, slowly enabling the child to gain competence with letter tracing and connecting the words. Competence is gained as the child is able to write in cursive within the three lines with the least amount of assistance.

Academic preparation is number seven in the order of the authentic Montessori method. Children learn skills which directly or indirectly prepare them towards academic excellence. The child's journey for academic preparation begins with practical life

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experiences. Practicing lessons in dry/wet pouring , one to one exercises, funnel work or elaborate tooth brush work are all structured with child gaining skills through detailed step by step process.



Lessons are recorded and observations made to present again if need may be. It becomes evident when the learner is demonstrating that he is able to work uninterrupted with order , concentration coordination and independence, solidifying these essential lessons.

The conference forms serve as a very directional key for observation and then implementation of strategies for primary. They are systemic , tiered and helpful in guiding the teacher. The teacher adds lessons that are given and observation notes based on these are helpful in lesson planning in future. Some valuable lessons are often witnessed for autonomous behavior. They concretely shape the child. Often children see this happening when they are “rejected” or said “no” to on various occasions. Teaching life experiences and not falling apart if “ life gets rough” , this constantly reminds us to hold ourselves up and others as well. There are instances such as when getting in line or allowing others to go first for a turn by stepping back and making sure “ my friend is okay” or accepting and being okay when friends are not playing with them or working with them and being able to move on. Autonomy can be seen in a learner, especially when the friends are choosing buddies to work with. The child is able to work with a friend, and can say to that child “ maybe later “ to that certain friend. Saying it graciously will be able to boost the confidence of the child who was said no to. Academic preparation is evident also when a child has been working on money concepts`using penny, nickel and quarter coins. As 3 or 4 year olds, they can play games with penny/nickel match cards to learn the vocabulary. The older children can

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play an exchange game and build different combination sets with nickels, dimes and pennies. They may play shopping games or try to make amounts with different combination sets of coins of dimes, nickels or pennies. Using blue bead stairs and ten bead stairs for dime equivalency will make that connection.

In cultural subjects, learning about the maps of Africa, is presented as a puzzle map and is often referred to as the “green one” . To a 3 year old it is a pushpin exercise. Moving forward , the child learns about the savannah, forest, or the kalahari desert. They learn about the rich variety of animal life. They draw on the maps where the animals live in their respective regions of Africa. At times the mystery of pyramids and the process about mummification follows suit. The learner can identify the land , its



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animals and unique facts. The children do research and are able to give a presentation before the class community.

Lessons in the sensorial area emerge as focussed and explorative exercises.



When children work with sound cylinders, they try to hear identical sounds in the blue and red cylinders and try to match the correct one. These are lessons given and repeated many times. The clarity of sounds and notes from zynergy times is also an indicator when a child is able to hear each note resonate to its fullest pitch.

Hearing the next note as it goes higher and the last note to its fullest pitch. The child strikes it softly , careful not to make a jarring sound. He is able to stop the chime if it was too high. Doing this requires a lot of concentration and precise hearing. The child utilizes the control of error in this variation of listening exercise. The learner skills are honed with repeated lessons doing the triangular boxes. For example, the blue rectangle box is an interesting box. The child matches the blue triangle, sees the trapezoid as the bottom part of the triangle. He also sees that the rectangle and square can be made by triangles. The learner observes how many different types of triangles can be made: the equilateral, the scalene and obtuse. All of these triangles are visible to the learner.

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Doing advanced math, the child uses golden beads material, fetches quantity, reads the number, using bank and numerals. The numbers can be suggested in different ways by doing number notation, using plus signs and writing the number, using color coded pencils for thousand, hundred, tens and units. At this point, the learner could also use the dry erase board to write the number notation for a variation which is also helpful for the child, who may not be wanting to use numerals and bead materials. It is interesting to observe this lesson can also be done as dictation work by an advanced older kindergartener to help another kindergartener.

Elementary:

In the elementary environment we use observation as the primary tool to determine academic progress and placement. We use Transparent Classroom as our management software to help us keep track of a child's progress throughout the year, as well as one-on-one meetings with students, Iowa Test scores, and parent teacher conferences to gather information. With all of these tools at our disposal we are able to make sure we challenge a student to the best of his/her abilities and keep them on track throughout the school year.



Observation occurs both actively and passively on an ongoing basis. Throughout the day we make many passive observations to see if students are on-task or understanding a material they are working with. If things seem too challenging we may step in to help, plan a new lesson, or ask an older student to step in if necessary. We also observe the student during our lessons to see if they are grasping the new concept. When a student turns-in work, we don't just grade it and hand it back. Instead we sit with the student and have them

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talk us through the process they took to come up with the answer. This gives us vital information on their understanding of the material. When an older student is asked to help a younger student with a work, we are not only observing the younger student to make sure they are getting the information he/she needs, we are also observing the older student to make sure they understand the material well enough to break it down for the younger student.



These passive observations give us critical data to determine what direction we need to go with each student. If we see that they are not engaged or are struggling we will adapt the process to push them or slow down to help them grasp an idea before moving forward.

At set times throughout the week we will set up more active observation periods. During these periods we will usually target a specific student or group of students, or a particular material or classroom area that we feel we need to gather information. There are many different forms of active observation - time on task, the amount of students on task at a particular time, the amount of times specific areas or materials are used, etc. These are also valuable tools to help us assess the students, our environment, and our own methods.

Classroom management tools, such as Transparent Classroom, give us the ability to track our lessons, observation notes, meetings, and other data throughout the year to help us help our students. Everyday we record what lessons we have given to our students. We also note if they were simply presented a concept, if they practiced it, or if they mastered it. This helps us decide if it's time to move on from an area or if we need to stay with it. It also gives us good data points over a long period of time to track a student's progress and share it with parents or fellow elementary teachers during curriculum meetings. Transparent Classroom also gives us the ability to save one-on-one meeting notes so we can see

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information spread out over a long period to help determine how well the student is responding to the information we are sharing with them.

The one-on-one meetings we record in our management software is another tool that helps us observe student progress and implement strategies with the student to help him/her meet our short and long-term goals. By having a student speak to us about their week we help them start to notice patterns in the decisions and behaviors. During these meetings we set goals, discuss progress on projects, and ask questions to help us determine how much they know. By having direct contact with the students on a weekly basis we have a good idea where they are academically and can make determinations on progress and placement easily.

Finally, Iowa Testing, our standardized testing format and parent teacher conferences give us more data to help determine if we are best meeting our students' needs. Iowa test scores give us concrete data to show what our students have learned. We also get the opportunity to match our students' progress with that of other students across the country to help determine if we are meeting national standards and criteria. It also helps us find weak points in our procedures and strengthen any areas we may struggle with as a community. During our conferences, we share student progress with parents, gather information from them about student behavior and habits at home, and work together to best determine how to help each of our community members. Without a solid partnership with parents, it is difficult to implement change, to help improve student achievement, or get a solid picture of who our students are and what their needs may be.



Erdkinder:

II. Autonomy and Independence **Infant and Toddler Communities:**

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The goal for the Infant and Toddler classrooms is like the quote from Maria Montessori, “The greatest sign of success for a teacher is to be able to say, the children are now working as if I did not exist.”

Some examples of honoring a child’s independence in our Montessori classrooms for 0-3:

- Open shelves at an appropriate height for the children using them.
- Real (not toy), child-sized cleaning supplies like dustpans, brushes, sponges, buckets, and mops.
- Clearly defined spaces to store personal belongings on hooks and shelves that the child can easily access.
- Freedom to use the restroom whenever the need arises, without having to ask permission.
- Snacks and water available to serve oneself whenever the child feels hungry. Infants use their own cues to let the teachers know, some have learned sign language and will sign when they would like to eat or when they would like milk.
- Freedom to choose work that feels important and meaningful.
- Freedom of movement; children may sit wherever and with whomever they like.
- Work occurring at an individual pace. Children are not expected to all learn the same thing at the same time, but rather progress through skills at a pace that is right for them as individuals.
- Children using materials that are not typically seen in other infant and toddler settings, such as glass cups and containers, knives for cutting, stainless steel utensils.
- Infant room children have the freedom to move and explore. You will not find bouncers, playpens, items that will keep the child restrained. Instead you will find them going up and down the stairs in the loft area when they are able to and look out the window to their outdoor world. There is a pull-up bar for when they are showing readiness to stand. They can pull themselves up independently, without the assistance of an adult in the environment.
- Infants self-feed when they are ready. We follow the Baby Led Weaning method. They are given cups and plates with stainless steel utensils.
- Work is taught to be returned to its assigned spot on the shelves. Teachers model how to hold, carry, use and clean up materials. Children learn by observing.
- We offer realistic choices for the child to succeed and not fail.

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Primary:

Preparing the child for the journey of autonomy starts from the very beginning when the child walks in, helping that child by creating the environment enabling independence and encouraging autonomy. Some valuable lessons are often witnessed for autonomous behavior. They concretely shape the child. Often children see this happening when they are rejected or said no to in various occasions teaching them life experiences of not falling apart if life gets rough and constantly reminding them to hold themselves up and others as well. There are instances such as when getting in line or allowing others to go first for a turn by stepping back and making sure “my friend is okay” , and learning to be okay when friends are not working or playing with them and being able to “move on” ! Autonomy can be observed in the learner especially when friends are choosing buddies to work with. The child is able to say “no” and add “maybe later” to that friend. Saying it graciously and kindly, empowers and boosts confidence of the former, and gives peace to the latter. Such lessons when practiced frequently become accepted mode of behavior.

Children exhibit independence in so many areas where the learner’s strength is evident from the littlest thing a 3 year old can do like carrying the thickest of the brown prisms carefully to the rug or being able to do all the steps of apple slicing and a four year old putting back the binomial cube perfectly.

To a 3 year old , Africa on the world map is a pushpin activity. Moving forward, the child learns to trace the map, study about the different biomes like the savannah, the rainforest and draw on maps where the animals live in their respective regions of Africa. At times, the mystery of pyramids and the process of mummification follows suit. Eventually, the learner can identify the land, its animals and unique facts. The curiosity of seeking knowledge leads to research and the ability to give a presentation before the class community exemplifies competence and independence.

Elementary:

Autonomy and Independence are skills children continue to master at the elementary level. At this age, children are given work plans, typically weekly, with various materials and topics to explore and work on. This allows them the freedom and autonomy to map out what their day will look like. While a child is completing a work, the classroom teacher is observing how

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the work is being done but not interfering. Once the work is completed, the child will have their work checked, record said work in their notebooks, and recall the work with the teacher or an older student. After the work is completed, the child will clean up their materials, highlight the work on their work plan, and date the highlighted portion to signify when the work was completed. Work plans are made by the students, for the students. We believe if they write it, they will respect their work more. It gives them a sense of ownership. As teachers, we are able to monitor children's work plans to assess their progress. If a child needs a more specific plan, we can give daily work plans with a smaller amount of work to be completed. In the elementary classroom, children are free to choose and make their own decisions about their education paths when we complete work this way. In addition, children also share materials and supplies with each other. They also have the ability to use various reference materials around the classroom to assist with their learning and explore different topics of their choice.

Another focus in the classroom, and a great way for children to exert independence and autonomy is through food prep. Food prep is completed in the classroom daily to some extent. During this time, children work together to prepare lunches using recipes, cut fruits and vegetables for snack, and work together to teach each other about new spices, how to use utensils, and try new foods.



In the classroom, children are expected to work through their conflicts independently. If a conflict arises, children are to problem solve together by addressing the issue at hand and resolving the problem. If more help is needed, children are to reach out to the peace

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facilitators in the room. The peace facilitator is an older student with experience in solving conflict. The peace facilitator will step in and show the students how to solve the conflict and model and peaceful resolution.

In order to further assess students, we use multiple types of communication tools. On a daily basis, we use Transparent Classroom to communicate with parents throughout the day. This allows us to post pictures of children completing a work, describe the type of work, and give any additional comments for parents to see. In addition, conference forms, evaluations, and email exchanges are other ways of assessing and communicating when advocating and addressing needs of the children in the classroom.

Erdkinder:

Erdkinder students can accept being included in or rejected from another student's work group or team because the students organize themselves with multiple opportunities to work individually or in group lessons/projects. For example, some math classes are groups whereas others are individual based on the student's ability. Some of the individual learners are able to mentor other learners who need additional support. The students are allowed to make their own decisions about working in groups or individually based on their preferences and needs.



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Erdkinder students are able to accept the good and the bad with equanimity. They are given specific rubrics for assignments that allow feedback for growth. For example, an ELA rubric for an essay assignment will often be divided into multiple components: ideas & content, organization, voice, word choice, sentence fluency, conventions, and citation & documentation. These components will also have room for specific, individual comments that help the student by pointing out areas of excellence and competence as well as areas that need improvement. Students are given the opportunity to reflect on their work (in weekly reflections and process journals) and discuss their work with teachers as well; often, they are provided further opportunities to show mastery over something if their original work on a larger project is less-than-satisfactory in their or the teacher's view.

Erdkinder students are able to handle their workloads and learn to manage their time effectively due to the tools and strategies we practice. Students use academic planners with both a week and month-view to keep track of assignments, projects, tests, and events at school as well as their own social schedules in order to better plan and break down assignments and projects into manageable chunks. Additionally, students are

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given work time during each class period so that they can maximize the amount of work they complete at school and minimize the amount of time they spend on homework. Students are allowed flexibility based on their schedules and abilities as well. For example, a student who was involved in a theatrical production was given extra time to complete her work due to her schedule.

The Erdkinder students who encounter difficulties turning assignments in on time and completed are often paired with older Erdkinder students when possible to guide and mentor them in handling their workload and managing their time effectively. Additionally, those students who exhibit chronic inability to turn work in on time and disorganization have access to a one-on-one reading specialist who helps them develop better time management and organization skills. We have seen marked improvement in these students' autonomy and independence after working with the specialist.

Erdkinder students are given independent work time in class which minimizes outside homework and allows them to ask questions of the teachers who are in the room with them as they work. They have multiple separate work spaces where they can work individually together consisting of desks, tables, quiet areas, and quiet rooms (reflection room, library). They have utilized these work spaces to create MRI pamphlets (a 6-part project), verb tense posters, mouse trap cars, and history research to name just a few examples.

The students both work productively on their own and with others depending on the individual assignments and/or needs. They have many group projects that are assigned throughout the year, but they are also able to consult with one another on individual work as well. One group project that the students particularly enjoy working on together is the annual Thanksgiving skit. They have both written an original skit and taken an existing skit and tweaked it to satisfy the class' particular desires. They create the minimalist costumes and props, rehearse (with a student-director), and then perform the skit for the elementary and primary students at MANH's annual Thanksgiving Feast.



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Erdkinder students are able to complete their work cycles in their entirety because they read their schedules and understand the expectations. Each day during line, students are reminded of any major projects and deadlines. Additionally, students have reminders in their own planners, on Google Classroom where all assignments and expectations are posted, and in verbal reminders given by teachers during lessons. Multi-part and multi-step projects (like the time capsule project for history) allow students to practice their time management and goal-setting skills. Younger (or struggling) students will often receive more overt help in setting goals and mini-deadlines for large projects while older students are often able to do so themselves.

The students are able to locate resources and continue their tasks without involving their teachers much of the time. Shelves and areas of the classroom and school are clearly identifiable, and students are able to access them at all times. They also have access to outside research sources and are taught to use databases. In a normal school year, we take the students to a local public library for a tour and talk about the resources available to them at the library. Students have also been assigned to make library visits, ask questions of the youth librarians, and participate in youth programs for school credit or to fulfill a school assignment. A DNA model project involves the students doing multiple layers of independent research and has been a regular success in our program.



Additionally, one student who was interested in ancient animals created a 300-page wiki page when the Erdkinder program followed the child into his interest; this project directly helped him get into the honors college at the University of Illinois-Chicago.

III. Confidence and Competence

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Infant and Toddler Communities:

The environments are filled with rich language. We use real words, no baby talk. Children are talked to as a person with feelings, empathy and compassion. Children are at peace within themselves as well as the classroom. We foster independence by allowing the students time to become self aware from birth at our school.

Language is one of the key components of our classrooms. There are a range of books with real pictures and consistent conversation among the adults in the room. Self correcting words are spoken to help children learn why we tell them that what they are doing is not safe. For example, I have an 11 month old climb up on the Pixler Triangle and they realize they are stuck. It can be challenging for adults to control their reactions in a situation such as this, but we must refrain from reactivity. It is our reactions that tell the children how much we trust them. Of course safety is paramount, we are close by and can monitor their safety. My response is of a different nature. What to do when they are stuck, do not react, be close, be silent, trust them, problem solve and they will surprise you. Once they see they are able to demonstrate competency with the trust of the teacher, that is when confidence emerges.

Additionally the prepared environment supports the child's budding independence. There are bars for pulling up to mirrors to self-reflect. We have lovely child size tables, chairs low to the ground.

Primary:

There are occasions where the learner is visibly demonstrating confidence by taking baby steps towards the goal. On the playground, the child takes tiny steps mastering gross motor skills, by learning to go on the monkey bars and conquering the fear of falling by trying tenaciously until confidence is gained. The child's capacity to gain confidence is measured. Progress is noted and recorded. The level of competence is unique to each child and is measured in the parameters of each individual success. For example, a younger child will cut on lined paper to the best of their capability whereas an older four year old may do much more. The five year old could cut on spiral lines perfectly.

Cursive writing could be another example which is a clear indication of the learner's competence. While learning to do print/cursive sounds simultaneously, the child matches print and cursive letters with objects in the object drawer, slowly enabling the

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child to gain competence with letter tracing and connecting the words. Competence is gained as the child is able to write in cursive within the three lines with the least amount of assistance.

The teacher observes a child using the golden beads material who fetches the quantity and reads the number, using bank and numerals. Based on where the child is, the numbers can be suggested in different ways by doing number notation, using plus signs and writing the number, using color coded pencils for thousand, hundred, tens and units.

The child could also use the dry erase board to write the number notation for a variation which is also helpful for the child, who may not be wanting to use numerals and bead materials. All these variations help meet the child where they are and progress through their learning with confidence. It is interesting to observe this lesson can also be done as dictation work by an advanced older kindergartener to help another kindergartener in turn improving their confidence and competence .

Elementary:

Confidence and Competence are practiced in the elementary classroom in many different ways. As children complete work plans, teachers make sure to give help only when needed as this allows for self-perceived success. The classroom environment is set up in a way that invites children to use materials to confidently complete their work. We often will pair an older student with a younger student to instill confidence and build competence for both involved parties. Independence is directly tied to confidence and competence.

Public performances are a great way for students to gain confidence and competence. The children practice public speaking skills in various ways. On a smaller scale, students of all ages are able to research and present work they have completed to their classmates. At the end of their presentations, the class is able to ask questions to the presenter. The presenter will need to answer all questions based on their knowledge. If they do not know an answer, the student is expected to research and relay the information to the class. On a larger scale, students have the opportunity to present to their peers and parents on Presentation nights, Elocution nights, and Science Fair. These presentations are more in depth and need a lot of practice. The students are able to practice with each other, as well and present to the primary classrooms as practice until they feel comfortable. As the children become more confident, their performances tend to increase in length and detail.

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A great way to assess our students when presenting is by using a rubric. By using a rubric, we can see evidence of growth and development.

Erdkinder:

Erdkinder students exhibit confidence and competence in a variety of ways. Adolescents tend to be more self-conscious, so providing them the safe space to share, discuss, and debate their ideas, both shared and differing, is a strong goal of our program. Still, Erdkinder students are capable of self-correction with reflection, observation, and discussion.

Adolescent self-consciousness is discussed and studied in-depth in the EME class so that the students are aware of the biological reasons for the way that they feel. They are also given tools and practice in positive self-talk in this class about morals and ethics. An important component of this class is the EME presentation night where students present their researched material to the assembled class parents. They are able to manage themselves with a clear sense of purpose and gain confidence and competence in publicly expressing their ideas through such exercises.

All Erdkinder students are paired with a staff mentor and meet regularly with their mentor to reflect on and discuss any successes or problems they may be experiencing. Additionally, students spend time each week filling out a reflection form that allows them to examine their choices and the motivations behind those choices for the week that passed. These forms help the students to both self-correct and work toward better future choices and/or to celebrate good choices. These reflections provide opportunities for building confidence and competence.

At the beginning of each academic year, Erdkinder students spend significant time learning about each other and bonding as a community. They attempt many new activities during this time. Academic classes do not begin until the second or third full week of classes; before that time, the community gets to know each other through ice-breakers and bonding activities, practices grace and courtesy in line discussions and debates, discusses and develops the rules for the community, practices some of the new skills they will be using during the school year (for example, hands-on Google Classroom lessons and hands-on food preparation), and presents their summer homework to one another. At the beginning of the year, the class normally takes a multi-day orientation trip where the students have walked high ropes courses and taken night hikes together. Only then, once the group has truly bonded into a community, does the regular academic schedule begin. This lengthy orientation allows the students to gain confidence with themselves and each other while attempting new activities.

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Erdkinder students present “me bags” during EME lunch & learn classes that are scheduled on Fridays. During each lunch & learn, the class meets with a sack lunch and discusses specific topics while breaking bread as a community focused on a particular discussion topic. In the beginning of the year, the me bags take center stage; thereafter, specific topics related to ethics and morals are discussed. As the new students get to know each other and the older students get to know something new about their fellow classmates, they develop confidence in their ability to communicate well and empathize with each other.

Erdkinder students are given many opportunities to display their work, knowledge, and competence in order to believe their self-perceived successes are more numerous than self-perceived failures. Many of their art and academic projects are on display in our classrooms and around the school. In the beginning of the school year, the class works together on art panels that depict our class values. They discuss them, determine the way they will symbolize them in art form, and then design and execute the art panels. These panels together form the M for Montessori and are on display in the lobby area of our school--to the students’ great pride.



Erdkinder students have been willing and able to attempt something very new this past year by learning how to engage in Socratic seminars as a regular component of their Upper Erdkinder ELA classes. On a weekly basis, an advanced student (or two younger students) takes turns choosing an article related to topics in their literature class. Everyone reads and annotates the article in preparation for the seminar. The leader guides the discussion; the teachers observe. Being responsible for leading and/or discussing/debating the topic within

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the specified parameters (but without adult intervention) gives the students a great sense of confidence and competence. For example, in relation to reading *The Odyssey* in literature, students have read articles and made larger connections between their readings and innovation, ancient and modern sexuality, hubris, the relevance of ancient mythology to modern times, and more. Eventually, once they are confident in their abilities, the Upper Erdkinder students then model these Socratic seminars for the Lower Erdkinder students to learn, attempt, and practice.



In 2017, some of our Erdkinder students attended the Montessori Congress in Prague. The students presented their research to the large assemblage there, once again gaining confidence and competence in presenting material and ideas to the greater public.

Additionally, our twelfth (and sometimes eleventh) grade students are given the opportunity to take dual-credit courses in the local community college when they have demonstrated a high level of confidence and competence in a subject area--often an area they wish to study once in college. Students have taken advanced coursework in art, ELA, math, and business.

IV. Global Citizenship

Infant and Toddler Communities:

We teach our infants and toddlers that their choices, their decisions, and their words are important to being a good global citizen. Teachers use phrases such as “hand are for helping” or “we wait patiently” reinforcing the idea that the child is a member of their class community and greater world. Through age appropriate development the teachers point out and celebrate diversity within their classrooms. In doing this, they introduce the global world within the classroom framework. The infant and toddler classrooms plant the seeds for global citizenship.

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Primary:

Children sitting on the line remind us of the global village. There is visible diversity looking around in the class. We can see the commonalities we share i.e. how alike we are and yet individually different. Lessons are given in accepting people with empathy and sensitivity. Sometimes we may have a child who speaks a different language, but in the classroom the children still communicate so beautifully amongst themselves without making them realize they are different. They reach out to the child and help them to adjust to the new class community.



The song “Look around you will see community , a family , we are brothers, sisters too” is sung before lunch. Children are presented with the world map and our place in it as we narrow it down from galaxy to the solar system , to earth , to continent , to our country , to the state we live in and to the city we reside.

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Taking care of Earth is an everyday affair, not just on Earth Day. It's a reminder to know our place on Earth. Efforts are made to ensure recycling and composting. There are bins allocated for that in the room. Children do their small but important part in saving planet Earth. Earth day is celebrated with activities like relay races in preschool where children participate by sorting plastic, paper and metal in appropriate bins.



Peace Day is celebrated with a song that the whole school sings : “Light a candle for peace, Light a candle for love ...”. This is a planned world wide event where Montessori schools from all over the world come together spiritually to sing the peace song at a specific time. Projects with Dove the peacebird and such related fun projects are created. Often there is a little parade by our children around the neighborhood celebrating Peace Day. Our school is assigned a Peace site by AMS. The school as a whole has conducted a Peace Day picnic with families after school and concluded the day by lighting paper lanterns and saying the pledge to peace at dusk.

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Elementary:

One of the driving forces behind the elementary curriculum is the idea of cosmic education. This focus on a very broad sense of connection among all things lends itself well to teaching a sense of global citizenship.

From the time they enter elementary, starting with the Great Lessons, students get a sense of their place in the universe and the connection between all living and non-living things. This sense of a global community really starts with the Timeline of Early Humans, where they see how we have changed over the years and how we stayed safe by staying together and protecting each other due to the power of love.

The next major steps are the lessons on the fundamental human needs (FHN). This starts the discussion on what we need as humans to survive and stay strong, and the idea that many people around the world and in our own local communities may not have their needs met. This helps spark discussion on how and why we need to help our local and global communities. Students often will start to find ways to help through social service projects and come up with plans to serve their community.

Erdkinder:

Erdkinder students are able to demonstrate awareness and involvement in the world political system and the world ecological system. At this level, we teach the full cycle of world history, ancient to modern so that when a student graduates from high school they have had a well rounded education in history and the world around them. Students are encouraged to participate and educate themselves on the political system and discuss their opinions and ideas in class discussions. News of the week is a great assignment for Erdkinder students to understand the events of the world around them and how an event

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in a different country impacts America as a whole. Socratic seminar discussions are utilized in English Literature and history classes to engage the students on current events as well as connections to literature, themes, and ideas discussed in class. The students at MANH engage in several educational field trips to aid in their understanding of the world around them, these include but are not limited to trips: to Florida where they learn about erosion, pollution, bleaching of the coral reefs, and restoration of the everglades; as well as a Michigan water testing site where they see how water is tested and the importance of this testing; a dune hike where they can see examples of erosion as well as learn about and understand how invasive species impact the native habitats that are so vital to our ecosystem. The lower Erdkinder students study Earth Science during their 7th or 8th grade year. In EME students prepare a presentation around ecology, Omnivore's dilemma, or food INC. Many students have said how these projects impact the way they see the world around them and how they are more cognizant of the items they consume on a daily basis.

Another important aspect of the Erdkinder community is the students ability to demonstrate civic virtue. Students are able to do this by participating in line every day where they say the pledge of allegiance as well as bring up topics to discuss as a community. Students are strongly encouraged to participate in democracy and are given opportunities to engage in E Congress, join the National Online Mock Congress, meet with local and state representatives to discuss policy and gain more insight into the role of government. Our students have also attended a presidential candidate rally where they were able to demonstrate their own civic virtue. As a school, the Erdkinder students participated in mock elections during presidential elections which helped them to be more informed about the candidates and reflect on the policies and issues that are important to them and the community around them. And finally, field trips are taken to Washington DC and Springfield, IL, and a federal court in Chicago.



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Erdkinder students are disposed to understand the natural and social worlds, to cherish them, and to live harmoniously within them. There are several ways that the Erdkinder community cherishes and lives harmoniously with the natural world and that is through composting and gardening. Any compostable material that is leftover after any meal that is eaten on the school grounds is composted and in the fall students take leaves to maintain the proper components of compost so that in the spring when the community gardens are planted that each campus has great compost to amend their soil. During the last several years especially, the Erdkinder students have grown and sold plants to members of the school community as well as others to encourage others to have their own gardens. Herbs, vegetables, and flowers are sold during this sale and each year the students have sold more and more plants. Students begin this process in the winter with planning on what seeds to buy and then plant seeds and keep them healthy until the Spring sale.

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Erdkinder students exhibit peaceful attitudes within their environment and the world around them. They do this through recycling in school. Participating in a Peace Day Celebration each year where they learn a new multicultural song. At the beginning of the school year, the students discussed the virtues and how to best exemplify them through images, they then made a new logo painting that is hanging on the wall in our campus to remind them of the virtues as well as to how best to utilize their own gifts and abilities.



At the Erdkinder level one final aspect of global citizenship is showing concern for others' needs. This is done through community outreach and service as well as within our school community. In the school community students make decisions that are good for the group and make sure to take other students' ideas and opinions into consideration. Concern for the community is also displayed when another student needs extra help or assistance, for example, when someone needed help up the stairs while using crutches several students willingly and completely on their own accord offered their assistance. All Erdkinder students celebrate when a senior student is accepted into college; and this happens every

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acceptance. Outside of the school community, as a program we participate in food drives, coat drives, Feed My Starving Children, and have participated in raising money for children with cancer. All of these events throughout the year help students to look outside themselves and truly understand how they can help those in need.



V. Intrinsic Motivation

Infant and Toddler Communities:

Our 0-3 classrooms are set up to allow every child to succeed from the moment they walk into the room. The teacher's goal is to create an environment where learning is valued and celebrated in its own right. Classrooms are neat and organized. Materials are beautiful and complete to draw the child's interest.

We believe that children are born with an innate desire to want to learn and perfect themselves. They begin using pullup bars to aid in their process of walking before they are able to do so on their own. Another area we see this in our infant and toddler programs is during toilet training. Children observe one another and demonstrate an interest when they are ready to begin that process. The teachers are trained to know the signs of readiness and inform the parents when they feel the child is ready.

Primary:

Intrinsic motivation is one of the most important outcomes of the authentic montessori method. Children thrive in a stimulating environment where the world is brought to the child. The child seeks work based on his interest. He is curious and explorative, free from outside influence. The child engages in meaningful activity. His/her work is meaningful especially if you can see a child bring work without the teacher's help. In

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many instances, the child comes with an agenda meaning he would wish to accomplish certain tasks that day. This could be finishing the USA map , then creating his own compound word list. The child thrives on that inner drive like for instance a child who does the 100 board work repeatedly for consecutive days. The child has forgotten that she is in the class. She is able to engage in meaningful work when the need to work comes from within and work uninterrupted as if the world ceases to exist. On some occasions, the teacher may suggest vague leads to an area, encouraging the child to make a broad selection and then follow that child.

The child's intrinsic motivation gives him/her the greatest gratification of being able to follow his inner drive. A child captivated by birds in his yard will seek to find matching cards on birds or research facts. He/she may end up drawing /coloring different kinds of birds to his heart's content.

Elementary:

"Montessori education is designed to awaken interest and to allow children to pursue learning about issues that personally interest them. This is necessary to a system that is based on intrinsic motivation." - Montessori the Science Behind the Genius - Angeline Stoll Lillard.

In elementary classrooms, children are driven to explore and learn by their innate curiosity and imagination. The children come up with never-ending streams of questions, not only what but also why, about the world around them. That intrinsic motivation is the driving force behind children's development. Intrinsic motivation leads to life-long learning and success. The Montessori guide takes the child where they are, learns their interests, and guides them on their own educational path. The guide also links each student with activities that meet their interests, needs and developmental levels. Montessori guides also utilize children's interests to help them succeed in areas that challenge them. A child who is reluctant to read but loves dinosaurs may just need a basket of books about dinosaurs. A child who resists writing but loves art may find success in making their work beautiful. A child who resists math but adores a friend may need to work cooperatively to find success. Knowing what sparks a child's enthusiasm is the key to opening a whole world of academic content.

In elementary classrooms, we guide children to reflect on their own feelings after they complete a challenge and give them a factual comment. "I noticed you kept trying even

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when that work was challenging. How do you feel now that you completed it?" or "It seemed like you enjoyed that work. What will you do next?"

In the classroom, we provide children with choices that generate intrinsic motivation and engagement. When they select activities based on their interest, it increases their responsibility and commitment towards completion of the work. Children want to do their best to finish it.

Children are also empowered to extend their knowledge by planning and executing going-out trips pertaining to the lesson studied. A group of lower elementary students could visit grocery stores to experience types of roots and later could make a root soup for the community to enjoy. A group of upper elementary students could plan a trip to the Field museum for further exploration of Five Great Lessons.

Erdkinder:

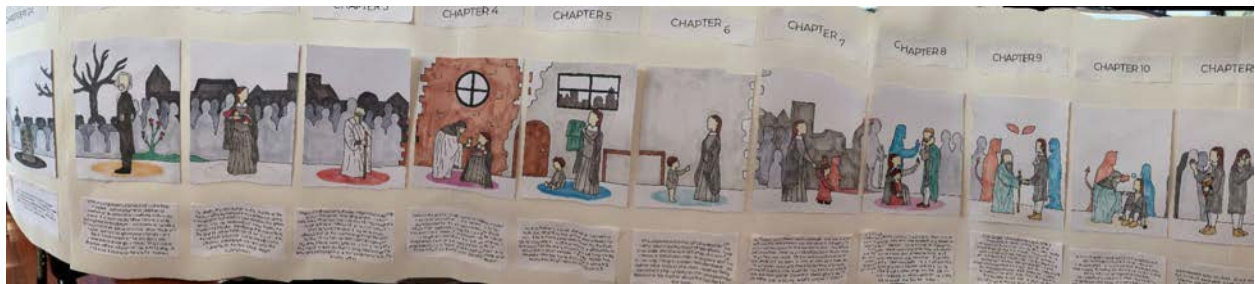
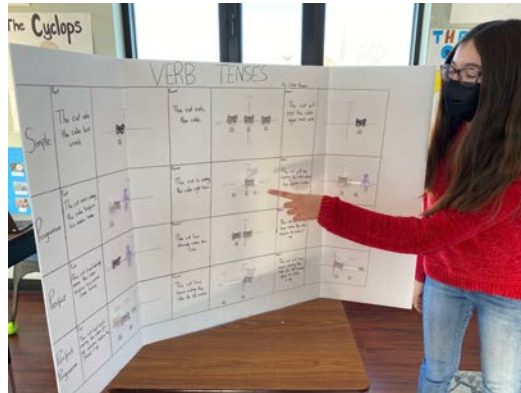
At the Erdkinder level, students understand the natural consequences of their actions. This is the first time they earn grades in their academic career in preparation for their secondary education. Although grades are an extrinsic motivator, students should complete work and activities for the sheer pleasure of it. This can be seen when a student does more work than necessary in class discussions, on projects, in the community, etc. When a student's work on projects goes above and beyond they take pride in what they have done; creativity and ingenuity is used, this has been evinced by students wanting work presented in class and displayed in class after the unit is complete.

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International day is a presentation to the school community about a specific culture that the students have studied and appreciated over the course of several months. The students also prepare a dance belonging to the culture they have studied.

Sharing mastery of knowledge with others is a vital part of the Erdkinder community. This is best demonstrated through engagement and participation in the science fair, history fair, poetry and writing contests on a community and national level. In the Erdkinder program specifically students prepare and present lessons in classes, this type of assignment engages higher learning abilities as well as it allows the students to be intrinsically motivated about what elements are the most important to teach to their peers or to the younger students. At times the upper Erdkinder students reteach lessons to lower Erdkinder students. Upper Erdkinder students also teach full period lessons in history with work on the Bill of Rights. In several classes students are given semester projects which they have to manage their time throughout the semester, an example of this are the posters on modern global country projects. During their last year of high school, the senior students decide on, plan, prepare and present CAPSTONE projects which are directly related to their interests and future endeavors.

Erdkinder students are able to initiate work appropriately. Students are responsible to bring their class materials each day to each period. On an individual class level, students are at first given hands-on work that is broken down into smaller pieces which are scaffolded based on ability. The teachers scaffold projects and assignments for each student based on their ability; this greatly helps students to feel that they have autonomy if they are capable but are given extra support when and where needed. The prepared environment includes books, internet, any materials needed to begin projects, and the expectation that they will work to their best ability.

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Erdkinder students follow through on work without adult intervention. When students are not capable of such follow-through without adult intervention, teachers assist the student in breaking down their work into manageable chunks that they then can follow through on their own. Students are given smaller assignments as necessary with more easily achieved goals. Older students take ownership of their work when they achieve and display mastery, often proving such when they make and succeed in their own schedules for larger projects. An example of this is an Erdkinder student who volunteered at a local HeadStart program which had very limited resources. She wanted to use Montessori materials with the kids, and because the program did not have any (nor could they afford to purchase any), the student created them for the program herself.

VI. Social Responsibility

Infant and Toddler Communities:

The children in our 0-3 program are becoming more aware of their surroundings. They learn the importance of the work cycle and cleaning up after themselves. Teachers emphasize that things need to be cleaned up, “for the next person.” In this way, a teacher pulls the naturally ego-centric child towards a greater sense of social responsibility. In our infant program the low sinks invite the children to work with water. Naturally when the water spills onto the counter or floor, the teachers encourage the children to dry up the water.

Children help to set the tables and clean up after lunch. Children are taught to use their words within their ability to express themselves when conflicts occur.

Primary:

Children internalize freedom within limits. They understand they have responsibility within the classroom environment. Children follow ground rules and rules for the line to the best of their understanding for their age level.

Being able to stand in line, remembering not to cut before others, being a line leader, mentoring young children in the room by presenting them work, playing gently with them and explaining rules of board games available to them during transition time are opportunities for children to learn social responsibility. Children are often seen working with younger children presenting or simply working with them such as cards and counters, Sandpaper letters, number rods and what's my secret number.

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Returning materials to the shelf with respect, modeling to the younger child dusting and cleaning materials gives the child a sense of ownership and responsibility of the classroom environment. Children have chores assigned to them like filling and emptying water for the practical life activities , straightening the shelves at the end of the day , watering plants inside and outside the classroom, helping one another if a spill occurs are all instances of building social responsibility in a true community sense.



The ability to work with children of the same age in an autonomous manner is an indication of social responsibility. Recognising being considerate, responsible and being kind is the most important thing within the group dynamic.

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Elementary:

The beauty of the multi-age grouping of a Montessori classroom is that the child is naturally acclimated to working within a diverse and dynamic grouping of peers. The governing principle of responsible freedom guides the child in all they do. In these groupings, children internalize what they have learned by teaching the younger children and by being mentors and role models. The 3rd year and 6th year students are the leaders of the community responding for their own groups. The children are encouraged to show mutual respect and empathy for others by working together towards common goals. This is the spirit of the community. The mixed age community creates conditions that foster individual differences as strengths, and promotes groupings of mixed abilities. These ongoing experiences develop social skills as a response to conditions, rather than through direct teaching intervention.

In a Montessori elementary community values are lived; grace and courtesy are routine; and a common spirit of respect and sharing, hospitality, cooperation, help, and assistance binds the community. Clear guidelines with consistent reinforcement, along with freedom without the boundaries of safety, respect and kindness, allow the children to attain a degree of responsibility in their relationships. The children take the ownership in taking care of the community: cleaning up, assigning jobs, taking turn to cook lunch for the class on Wednesdays, leading the class council on Fridays, helping each other to solve conflicts, etc. Each child is aware that they are the members of the community and it's their responsibility to contribute to it based on their age and capability. Not only contributing to the elementary community, the children are also sharing responsibilities in the school community. They are lunch and reading buddies of primary children. They take care of the school garden. They are in charge of shared community spaces such as lockers, gyms, playground, etc.

In this community approach to education, the child comes to understand that each one of us is dependent on others and each must make a contribution for the betterment of all. By helping the child to navigate themselves in the community, the guides are showing them how to fit themselves securely into society. Through living and working daily in a collaborative approach to learning the child finds community membership can be both personally satisfying and socially rewarding.

Erdkinder:

The Erdkinder students contribute positively to the class, school, and community by

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helping to organize and volunteer at the school Fall Fest, the community Trunk or Treat (where the students volunteer to help elementary age students walk around to collect their candy), and the Thanksgiving feast. Several times a week students do food preparation which is then fed to the Erdkinder community. This is a very important aspect of the Erdkinder community because students take great pride in the food they prepare for their classmates.

Erdkinder students are peer models for younger students. All Erdkinder students from 7th-12th grade have a mentee in the primary class located on the campus. This mentorship program is mutually beneficial because the primary students get one on one time with an older student and the Erdkinder students get to practice peer modeling, and use what they learn in EME about child development in direct relation to their mentee. Erdkinder students also tutor elementary age students in any subjects they need extra assistance.



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Through regular cleaning of the entire 10000 square foot building, Erdkinder students maintain a class environment through practical life. Each student has a job that rotates throughout the semester so that they take turns on which areas to clean. Students also maintain the kitchen area that is used most school days, some students do food prep while others wash dishes and clean the cafeteria.

Erdkinder students are expected to resolve conflict constructively; this is done most effectively with a peer facilitator and mediation if necessary. It is very important that students take responsibility for their actions and words. In the program we use the restorative justice model for classroom and social work which we have found to be very effective.

Demonstrating respect toward members of the community and environment is a vital part of the Erdkinder community. Grace and courtesy is exemplified in our day to day and this is shown through students holding the door open for adults and their peers, saying good morning, and morning greetings in line just to mention a few. The maintenance of grounds as well as collecting leaves for compost and taking care of the garden show the students respect for the environment around them.

Leading and following when appropriate are displayed in classroom social gathering, social events, the creation of committees for events (Halloween celebration, Secret Santa gift exchange, Six Flags and other outings and events). Committees are made so that each student has a responsibility to help the event run smoothly. Typically, the older Erdkinder students will be responsible for budgeting and collecting money for events. Other committees that can be formed are snacks and meals, games to play as a group, communication to parents and students about the details of the event, etc. On field trips students take on different roles to help each other these include but are not limited to: making sure bags are packed, maintaining their rooms and bus, making sure they are on time and aware of how they impact the day). Being a good, prepared student everyday in class means coming to class on time with the correct materials as well as on field trips knowing what is expected of them as students and how to best prepare for the field trip beforehand.

VII. Spiritual Awareness/Cosmic Education **Infant and Toddler Communities:**

Spiritual awareness comes when a child is able to control themselves. The infant and toddler children are learning to control their bodies. Infants communicate using sign language before they have the ability to communicate with their words. The teachers observe that in using sign language, they are more peaceful and demonstrate more control.

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The toddler classrooms practice the silence game as an exercise of peace and self control. Children are exposed to the cosmic curriculum and the seeds are planted to better understand once they are able to cognitively.

Primary:



The child is the father of the man. He/She is born with innate qualities of a spiritual being. Spirituality is present and is exhibited in the little things that children do for each other on a daily basis.

Everyday there are tiny moments of caring. Empathy and showing sympathy are practiced with friends. The “essence” of peace reigns in the heart when friends work out their feelings over the peace rug. Hearing the other child’s side of the story, calms the ruffled spirit and helps the child learn to empathize even at the primary level. The learner absorbs elements of spirituality just by being in the class community doing little things for each other.

Understanding empathy, which is not always about you, but also for others, is the bigger picture, “one for all”. Watching younger friends struggle and stepping in to help is the awareness of spirituality in an engaged manner. Children may have negative energy wired up. They need an outlet in a constructive meaningful way. Sitting in silence watching the sand timer helps ebb that pent up energy. The agitated flow is replaced

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with a state of inner peace and calm. The learner may revisit practical life to do water works like pouring exercise, whisking bubbles or scrubbing table.

Virtue cards are helpful in building ethics and spiritual development through visible lessons and creating negative and positive scenarios before class such as consideration, patience, moderation, kindness, helpfulness and collaboration. This learner is able to distinguish two kinds of behaviour when scenarios are acted out by class peers before the class community, making an impact on the child directly or indirectly especially for the one who needs it the most.

The Cosmic Education

The child's place in the cosmos.

Looking at the big world, the solar system, the milky way, the unknown galaxy, the child is in awe of the big world. The child looks at the sky and imagines the world. when the lesson is given. Children are introduced to the Sandpaper globe and World map as preliminary exercises. All lessons given in the Montessori classroom with order. This order is practised everywhere in class ; how rugs are set up, the practical life works, trays are put , the child stands in line in order as they wait for their turn. There is order present everywhere. Seasons have order, months and weekdays always come and go in an order. This is an understanding at preschool level.



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The learners are presented life cycles of animals and plants in the cultural curriculum. The lessons teach transition of seasons and life growth, metamorphosis and seed growth.

Cosmic education explains gratitude as the most important thing. Concrete examples are seen at thanksgiving time for children at the preschool level.

In gardening, growing tomatoes from a seed, and taking care of plants in the outdoor environment, “the birth of a tomato ” gives a sense of wonder !

The teacher makes lessons with gardening to be thankful for nature’s bounty. The child sees this and begins to relate “farm to table” slowly. The ketchup, pasta sauce or salsa all comes from the tomato. A lot to be thankful for starting its journey from the little seed that was planted in our garden. All lessons are integrated with each other.



The learners in one of the primary classes showed interest in researching unusual animals of the Amazon rainforest. The children drew the map of South America, and also learned about the 4 layers of the rainforest. The Continent Box of South America that has a haven of objects like the maracas had the children make their own musical

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instrument with toilet paper rolls. The summer camp has many of these lessons leading to children to follow their study.

The younger 3 year olds are often seen using their fine motor skills pushpinning jaguars, toucans, piranhas on paper and glueing it on paper.

The interconnectedness flows into art. The four year olds enjoy painting the whole map of South America. They begin by tracing the outline and thereby painting the entire map according to the topography. Language cannot be learned in isolation. Children pick up vocabulary, Spanish words, names of unusual animals and their characteristics. The spoken language gets enriched due to this exposure. Some lessons become topics for researching facts and kindergarten presentations on rainforest animals. Math and food tasting or cooking also is incorporated as well.



Making guacamole and salsa or cornbread from scratch, basil and cucumber corn salad, some ingredients from the school garden, tending to care for the garden and its produce, lessons in estimation with cherry tomatoes in a bucket, learning color gradation using green, orange and red tomatoes. The children grade the tomatoes by size as small, medium or large. In the Math area, the learner also incorporated tomatoes to use as counters in cards and counters work.

Group of children collaborated to make a colorful four layered rainforest using construction paper and hand drawing animals as well. So a lesson on the Amazon

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rainforest has many facets. All the curriculum areas show a flow, interconnectedness and lessons are integrated beautifully. Music, art, language(spoken and written), book reading, vocabulary enrichment(learning names of new animals), math, geography and cooking all incorporate the lessons from the Amazon rainforest.

Lessons in summer can be based on interest of the particular class and stem from many other lessons, merging each of the academic areas and tying it together.

Elementary:

The school has developed a virtues curriculum that focuses on the spiritual development of each child. Weekly discussion, weekly journal and reflections on specific virtue offer children a deeper sense of character foundations. Children model and share observations centered on each virtue as well as engage in observation sharing when they notice their friends making strides toward each virtue. Children also are very in tune with the needs of their community members. We often see a child offer a tissue to a sad child or run to get an ice pack for a hurt child as a testament to their level of spiritual development.

In the classroom, the children are guided to learn and practice mindful activities such as breathing exercises, yoga, and mindful movements to validate and regulate their feelings and emotions. With a dedicated shelf in the classroom, the children are encouraged to practice anytime they feel they need a moment for themselves or with peers to resolve conflicts, to regulate themselves to bring back the peace in their words, their hearts, their minds.

Special's classes are linked to the Great Lessons and cultural studies. For example, when the students are studying the various continents, art and music classes align with what the students are learning in class.

Erdkinder:

Data Collection & Analysis

Describe the school's commitment to the above stated learner outcomes, including a description of data collection instruments used to determine student outcomes (such as observation and recordkeeping, progress reports, informal and formal assessments, etc.) and a description of how the school observes and evaluates progress toward the outcomes.

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Standards Assessment – Standard 4

Narrative: Discuss **HOW** your school currently meets this Standard and all of its criteria.

Areas of Strength: What are your school's strengths in relation to Standard 4?

Areas of Needed Improvement: How can your school improve in relation to Standard 4?

Goals: As you review your responses to the indicators of your school's compliance with each criterion, what major trends, areas of focus, or goals emerge that relate to Standard 4? Include goals to address the areas of needed improvement.

FOR USE BY THE ONSITE VISITING TEAM ONLY:

- Anecdotal evidence of the school's compliance or non-compliance with the applicable Standard and corresponding criteria that is collected by the team over the course of the onsite visit should be presented in narrative form in the comments section.
- A recommendation **must** be included for any criterion marked "no".
- Only commendations and recommendations discussed, corroborated, and agreed upon by all team members may be included in the final report.

Comments:

Commendations:

Recommendations:

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Standards Assessment – Standard 5

STANDARD 5: PERSONNEL			
The quality Montessori school has policies and practices in place to ensure that employees are well qualified and are assigned professional responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge,	STANDARD 5 COMPLIANCE		
	School Self-Assessment	Visiting Team Assessment	
	<input type="checkbox"/> Fully Met The Standard is “fully met” when evidence is provided to verify that all applicable criteria are met.	<input type="checkbox"/> Fully Met If the school does not have an Elementary program or above	All 14 applicable criteria are met (with the exception of Criterion 5.3)

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and experience). Employees are provided support through ongoing evaluation and professional development and are sufficient in number to support the school's mission and vision. The school states and follows fair, ethical, and non-discriminatory employment practices.		If the school has an Elementary program or above	All 15 criteria are met
		<input type="checkbox"/> Substantially Met	
		If the school does not have an Elementary program or above	13 criteria are met (with the exception of Criterion 5.3)
		If the school has an Elementary program or above	14 criteria are met
	<input type="checkbox"/> Not Met 2 or more criteria are not met	<input type="checkbox"/> Not Met 2 or more criteria are not met	

List of Verification Documents Available for Visiting Team: Standard 5

Document Name/Method of Verification (i.e. classroom observation, faculty interview, etc.)	For Verification of the Following Criteria (i.e. 1.2, 1.3, and 1.4)	Location (i.e. centralized document box, locked filing cabinet/office, electronic file, etc.)

CRITERIA:
The quality Montessori school...

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Standards Assessment – Standard 5

CRITERION 5.1		
Employs an administrative leader who has professional qualifications that meet state and local regulations, as applicable. <i>*Emerging criterion effective July 1, 2020: Administrative leader (head of school/principal/executive director) holds a bachelor's degree and qualifies with the minimum number of points required in the Head of School Requirements Verification, or has an approved portfolio.</i>	School Self-Assessment	Visiting Team Assessment
	X Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A		

CRITERION 5.2		
Employs lead teachers who hold a credential from an AMS, NCME, AMI teacher education program, or from a MACTE-accredited course for the age level taught (or who are enrolled and in good standing in a qualifying Montessori teacher education program) and qualify with the minimum number of points required in the Teacher Requirements Verification form. In addition, lead teachers must meet all applicable requirements of the state or territory in which they teach. <i>*Emerging criterion effective July 1, 2020: lead teaching faculty in the core subjects of math, English, history or humanities, sciences, and additional world language(s), who work with students ages 12 – 18 will be required to have the appropriate Montessori credential, i.e., Secondary I or I-II. The credential must be issued by a teacher education program accredited by the Montessori Accreditation Council for Teacher Education (MACTE).</i>	School Self-Assessment	Visiting Team Assessment
	X Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A		

CRITERION 5.3		
Employs Elementary and Secondary lead teachers who hold a minimum of a Bachelor's degree from a regionally accredited college/university in the U.S., a degree that is deemed to be equivalent, or one that meets the nationally recognized post-secondary educational standard in the state, province, or country of issuance as determined by a recognized U.S. credentialing agency (e.g. a credentialing agency that is a member of NACES – the National Association of Credential Evaluation Services). <i>*Emerging criterion effective July 1, 2020: All Infant & Toddler & Early Childhood lead teachers hired after July 1, 2020 must hold a minimum of a Bachelor's degree or equivalent as stated above. All existing employed Infant & Toddler and Early Childhood lead teachers may remain continuously employed at their current school in their current position in perpetuity.</i>	School Self-Assessment	Visiting Team Assessment
	X Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No <input type="checkbox"/> N/A (EL/SEC levels not offered)	<input type="checkbox"/> No <input type="checkbox"/> N/A (EL/SEC levels not offered)
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A		

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CRITERION 5.4		
Provides written employment agreements for all school personnel annually, including compensation, benefits, and terms of employment.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
<i>Please list any applicable state and/or licensing regulation (s) that the school must comply with.</i> <input type="checkbox"/> N/A		

CRITERION 5.5		
Follows a written school-wide faculty salary scale that recognizes credentialing, education, and years of service.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
<i>Please list any applicable state and/or licensing regulation (s) that the school must comply with.</i> <input type="checkbox"/> N/A		

CRITERION 5.6		
Provides written job descriptions for all positions within the school.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
<i>Please list any applicable state and/or licensing regulation (s) that the school must comply with.</i> <input type="checkbox"/> N/A		

CRITERION 5.7		
Provides an employee handbook that includes, but is not limited to, the following: AMS code of ethics, an organizational chart, a non-discrimination policy, an anti-harassment statement (including sexual harassment), a discipline policy, description of employee conduct expectations, a grievance procedure, and a policy and procedure for termination.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
<i>Please list any applicable state and/or licensing regulation (s) that the school must comply with.</i> <input type="checkbox"/> N/A		

CRITERION 5.8

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Engages in annual staff training on written policies and procedures in employment handbook, including non-discrimination and anti-harassment policies.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A		

CRITERION 5.9		
Ensures that all administrative and teaching staff documents plans for completion of a minimum of ten (10) hours per year of professional development, which includes a minimum of one (1) hour of continuing professional development per year regarding the education of students with disabilities.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A		

CRITERION 5.10		
Ensures that all non-credentialed employees receive an orientation to Montessori philosophy and practice.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A		

CRITERION 5.11		
Ensures that the Head of School and 100% of credentialed lead teachers maintain active membership in the American Montessori Society.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A		

CRITERION 5.12		
Implements an annual evaluation system that sets goals for professional growth of for all teaching and administrative personnel.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No

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Please list any applicable state and/or licensing regulation (s) that the school must comply with. ☐ N/A

CRITERION 5.13

Provides dedicated planning time for lead teachers on a weekly basis.

**School
Self-Assessm
ent**

**Visiting
Team
Assessmen
t**

☒ Yes

☐ Yes

☐ No

☐ No

Please list any applicable state and/or licensing regulation (s) that the school must comply with. ☐ N/A

CRITERION 5.14

Maintains ratios of students to adults as appropriate for the age level:

Infants (Birth–18 months): 4:1
Toddler (15–36 months): 8:1
Early Childhood (2.5–6 years): 15:1
Elementary (ages 6–12 years): 20:1
Secondary I (ages 12–14/15 years): 20:1
Secondary II (ages 14–18) 25:1

**School
Self-Assessm
ent**

**Visiting
Team
Assessmen
t**

☒ Yes

☐ Yes

☐ No

☐ No

Please list any applicable state and/or licensing regulation (s) that the school must comply with. ☐ N/A

CRITERION 5.15

Assigns at least one Montessori credentialed lead teacher at the age level to meet the following maximum student/adult ratios:

Infants (Birth–18 months): 10:1
Toddler (15–36 months): 16:1
Early Childhood (2.5–6 years): 30:1
Elementary (ages 6–12 years): 30:1
Secondary I (ages 12–14/15 years): 50:1*
Secondary II (ages 14–18) 100:1*

**In Secondary programs that utilize a departmental model in which credentialed lead teachers teach multiple sections of a core subject (math, English, history or humanities, sciences, and additional world languages), each lead teacher shall have a total student caseload no higher than stated above.*

**School
Self-Assessm
ent**

**Visiting
Team
Assessmen
t**

☒ Yes

☐ Yes

☐ No

☐ No

Please list any applicable state and/or licensing regulation (s) that the school must comply with. ☐ N/A

NOTE: To mark the checkbox, double-click the checkbox. A window will appear and offer the option of “not checked” and “checked” (under “Default Value”). To check the box, select “checked” and click “OK”. If this does not work, then type in “X” next to the checkbox.

Narrative: Discuss **HOW** your school currently meets this Standard and all of its criteria.

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Our Head of School, Sara Motlagh, holds a bachelor's degree in psychology, a Master's Degree in Business Administration with an emphasis in management, and has completed her course work in community psychology for her PhD through National Louis University. Her dissertation is a mixed methods study on Montessori Adolescence. She has completed her quantitative analysis and defended stage 1 of her study. Due to leading the school through Covid and its challenges combined with the accreditation process, she is postponing the completion of stage 2 when the accreditation process is concluded.

All classroom lead teachers hold either an AMS or AMI credential with a minimum of a bachelor's degree. In some classrooms, depending on the size of the physical classroom environment or number of students, there may be more than one trained teacher in the room.

Our Erdkinder program currently has 21 students with two full-time teachers (NAMTA trained and the other is a CMSTEP intern), as well as five part-time teachers who are subject matter experts (one of whom also holds a NAMTA certificate).

All salaried staff have annual contracts which are renewed in April. All job positions are included in the Staff Handbook which is equipped with all required and updated information per AMS and ISBE (the Illinois State Board of Education). We have two all staff meetings when the school is closed at noon for in-service days. During this time, we often go over handbook changes and addendums.

Staff development is always supported by the school, financially as well as from a time perspective. The Head of School will help pay for Montessori teaching credentials should a member of our staff show readiness and capability. Additionally, the School pays attendance at conferences and sessions that will aid in teaching practice. Most recently, we held an in-house workshop on dyslexia and reading interventions for the 60% of students who need direct instruction in the building blocks of reading.

We have also had psychologists come and give workshops on topics such as regulation and autism. We ensure that all of our teaching staff receive continuing education and host many of these in house as well as attendance at various conferences. For those who do not attend the conferences, teachers who were in attendance present at our monthly staff meetings to ensure all teachers receive this continued professional development.

All new staff receive an orientation to Montessori from the Head of School. New staff members attend the first parent education session on Montessori philosophy. Additionally, there are a series of in house training sessions that cover program level curriculum. Our first all staff meeting in the Fall addresses staff handbook highlights/changes. We also cover Montessori accreditation, what the process entails, mission/vision of the school and sections 3 and 4 of the self study (Educational Nature and Montessori Outcomes).

The school renews all lead teachers' AMS membership each year. Beginning February,

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teachers are given a self study prompt for professional development. They reflect on their practices and performance and set goals. The Head of School observes in each classroom using a checklist and records on the list. The areas observed are: Beauty and order of the physical environment, classroom procedures and routines, grace and courtesy, work habits, and instructional approach.

In addition to marking whether certain criteria on the list are observed or not observed, there are some anecdotal notes that are made. Immediately after the observation, a copy of the form is made and given to the teacher. If there are any points that the teacher and Head of School would like to discuss, they have a meeting together. A formal meeting is held in March and April of each year. Contracts are issued for returning teachers by the end of April.

The school provides teachers with dedicated planning time. At the primary and elementary level, when children are in specials classes with specialty teachers, classroom lead teachers are able to work on planning. Additionally, within the contracted working hours outside of class time teachers are often planning. Because of the number of teachers in the Erdkinder program, dedicated planning time is at least 90 minutes per week, but oftentimes it is much longer than this. At the younger age levels (0-3 programs) nap time is when these teachers have dedicated planning time.

Areas of Strength: What are your school's strengths in relation to Standard 5?

The school prioritizes staff development and support. Whether it is supporting financially for advanced degrees or levels of certification, Mrs. Motlagh is passionate about providing opportunities to better our practice. The staffing schedule additionally allows teachers to have meeting times with their teaching partners and dedicated planning time during their working hours.

Areas of Needed Improvement: How can your school improve in relation to Standard 5? We would like to institute a teacher mentoring program for new teachers and assistants.

Goals: As you review your responses to the indicators of your school's compliance with each criterion, what major trends, areas of focus, or goals emerge that relate to Standard 5? Include goals to address the areas of needed improvement.

FOR USE BY THE ONSITE VISITING TEAM ONLY:

- Anecdotal evidence of the school's compliance or non-compliance with the applicable Standard and corresponding criteria that is collected by the team over the course of the onsite visit should be presented in narrative form in the comments section.

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Standards Assessment – Standard 5

- A recommendation **must** be included for any criterion marked “no”.
- Only commendations and recommendations discussed, corroborated, and agreed upon by all team members may be included in the final report.

Comments:

Commendations:

Recommendations:

STANDARD 6: FACILITY RESOURCES		
The quality Montessori school provides facilities, sites, and equipment that meet optimum health and safety standards conducive to a safe learning environment in alignment with the mission of the school.	STANDARD COMPLIANCE:	
	School Self-Assessment	Visiting Team Assessment
	X Fully Met The Standard is “fully met” when evidence is provided to verify that all applicable criteria are met.	<input type="checkbox"/> Fully Met All 6 criteria are met
	<input type="checkbox"/> Not Met	<input type="checkbox"/> Substantially Met 1 criterion is not met
		<input type="checkbox"/> Not Met 2 or more criteria are not met

List of Verification Documents Available for Visiting Team: Standard 6		
Document Name/Method of Verification (i.e. classroom observation, faculty interview, etc.)	For Verification of the Following Criteria (i.e. 1.2, 1.3, and 1.4)	Location (i.e. centralized document box, locked filing cabinet/office, electronic file, etc.)

Name of School	AMS member #



AMERICAN MONTESSORI SOCIETY
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Standards Assessment – Standard 6

CRITERIA:

The quality Montessori school...

CRITERION 6.1		
Certifies that the facilities meet all applicable federal, state, and local laws, standards, and regulations including, but not limited to, building codes and safety standards as required by local and civil authorities and the Americans with Disabilities Act.	School Self-Assessment	Visiting Team Assessment
	X Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A		

CRITERION 6.2		
Provides and maintains a site, facilities, services, equipment, and furnishings to ensure a safe environment for all occupants. Evidence of mandated safety protocols are provided in the form of completed health, fire, playground and/or other inspections.	School Self-Assessment	Visiting Team Assessment
	X Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A		

CRITERION 6.3		
Provides and maintains a site, facilities, services, equipment, and furnishings that support the school's instructional and co-curricular programs which includes consideration of light, ventilation, and temperature.	School Self-Assessment	Visiting Team Assessment
	X Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A		

CRITERION 6.4

Name of School	AMS member #



Standards Assessment – Standard 6

Has written policies for the access to and use of the school site and facilities by individuals or groups outside of school hours with provision for adequate legal protections.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A		

CRITERION 6.5		
Has facilities that are adequate for developmentally-appropriate gross motor activity including space for safe, vigorous physical activity.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A		

CRITERION 6.6		
Has accessible, neat storage of teacher materials.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A		

NOTE: To mark the checkbox, double-click the checkbox. A window will appear and offer the option of “not checked” and “checked” (under “Default Value”). To check the box, select “checked” and click “OK”. If this does not work, then type in “X” next to the checkbox.

Narrative: Discuss **HOW** your school currently meets this Standard and all of its criteria.

For the past thirty-plus years, our Main Building, located at 1200 Freeman, and now known as Freeman East, was home to the school’s 3- to 6-year-old programs and elementary programs through the equivalent of 9th grade. In the 2014-2015 academic year, the school grew its Erdkinder program beginning with 10th grade and expanded 1 grade per year until we had our first graduating class in the 2017-2018 school year. The Freeman East building was constructed in 1971. It has undergone eight renovations and four major construction projects, the most recent completed in 2015. Freeman East occupies one floor and has multiple large classrooms, a gym, a music/activity room, a kitchen, a laundry room, and a locker space. The gym opens to a large playground

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Standards Assessment – Standard 6

area. Additionally, Freeman East houses the front desk, office manager's office, and head of school's office and conference room.

INSERT FREEMAN EAST FLOORPLAN OR EXTERIOR PICTURE

Freeman West, the expanded campus site, is located at 1250 Freeman Road and occupies two floors with two separate upper rooms, an art room and reflection/classroom, each with its own staircase. The ground floor encompasses the 3-6 classroom, the Erdkinder (7-12th grade) program rooms, a kitchen, a large lunchroom, administrative offices, and a front desk. This building was formerly a strip mall and underwent a major interior and exterior transformation in 2013. The Erdkinder program utilizes a large homeroom, a science lab, and a second story reflection/classroom. This campus is adjacent to park district land with a running trail, tennis courts, a baseball field, and a playground area. It is enhanced by the small lake and park area to its west.

INSERT FREEMAN WEST FLOORPLAN OR EXTERIOR PICTURE

The Huntington Campus, formerly known as Lotus Montessori, opened in 2004, and is the establishment for our students 0-3 and 3-6 years of age. This one-story building is located at the end of a commercial shopping mall on a separate lot. The building is 30+ years old but was significantly renovated in 2004. The building is comprised of five classrooms, a large activity room, a kitchen, a laundry room, a staff lounge, and an administrative office with a front desk. Four of the five classrooms have outdoor patios; the other classroom opens to an outdoor playground area. There are two playground areas with age-appropriate activities, one for our infant and toddlers and the other for our Primary students

INSERT HUNTINGTON FLOORPLAN OR EXTERIOR PICTURE

The Freeman East, Freeman West, and Huntington campuses are within a three-mile radius of each other. They are located in a residential area with no lease restrictions on the usage of the grounds. The students come from many of the surrounding Chicago suburbs, and the average commute to school is around twenty minutes. The students all arrive via private transportation.

Certifies that the facilities meet all applicable federal, state, and local laws,

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standards, and regulations including, but not limited to, building codes and safety standards as required by local and civil authorities and the Americans with Disabilities Act.

MANH is registered as a 501c3 not-for-profit corporation (KSD, Inc.) in the state of Illinois. MANH was registered in 1989 and is recognized by the State of Illinois Board of Education. Its annual report is sent to the IL Secretary of State. The school has a set of by-laws (last updated in 2017) and a board of directors which includes a president, secretary, and treasurer to which the head of school reports. The school remains in compliance with the ADA.

The primary responsibility of the MANH Board of Directors under its bylaws is to “determine the character of the school, establish overall policy and to assure financial stability.” There are currently eight members of the board, with representatives from current and past parents, staff, and the Head of School. The board is self-perpetuating and holds annual elections. Persons nominated for the board must be over the age of 21 and must sign and abide by the Conflict of Interest Policy. Elections are for two-year terms with no restrictions on the number of terms served. The officers of the corporation must be current board members, and elections for open positions are held annually. Officers hold office until a new successor has been elected or until the officer’s death, resignation, or removal.

The board selects, nurtures, evaluates (and, if necessary, terminates) the Head of School to whom the board delegates all administrative functions. The board works in partnership with the Head of School to ensure that the school remains mission-driven and fiscally strong. The board recognizes that its primary work is strategic and provides the utmost of due diligence to its decisions.

The board consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement, instruction, and management of day-to-day operations for the school. The MANH Board members do not engage in activities that are operational in nature unless done so at the request of the Head of School.

With no limits on board member terms, the school was fortunate to have a wide variety of professional expertise with strengths in business, finance, real estate, law, fine arts, science, and Montessori education. Their strong collective business acumen has

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Standards Assessment – Standard 6

proven invaluable to the school and often provided an advisory capacity to the Head of School. There have been recurring conversations about the need for someone with skills in marketing and web developing skills.

Provides and maintains a site, facilities, services, equipment, and furnishings to ensure a safe environment for all occupants. Evidence of mandated safety protocols are provided in the form of completed health, fire, playground and/or other inspections.

MANH is comprised of three buildings in three separate Hoffman Estates locations: Freeman East (Main Building) at 1200 Freeman Road, Freeman West at 1250 Freeman Road, and Huntington at 3805 Huntington Blvd. All buildings are equipped with fire alarms and sprinklers as required by law. Additionally, each school runs fire, tornado, and active intruder drills as required by law. Staff are offered CPR training on an annual basis; our last CPR training was held on 18 January, 2021, and our next training is scheduled for 21 February.

Comprehensive first aid training for staff is offered every two years. MANH meets or exceeds state requirements for mandated safety protocols in each building. Inspection reports are kept on file as required by the state of Illinois.

Provides and maintains a site, facilities, services, equipment, and furnishings that support the school's instructional and co-curricular programs, which includes consideration of light, ventilation, and temperature.

In the summer of 2020 due to the COVID-19 pandemic, MANH made a significant investment of \$50,000 in a special HVAC system that upgraded the air exchange and filtration systems for all three campuses because the health of our students and staff is of the highest priority.

The Freeman East and West buildings have a wall of windows that allow for an abundance of natural light. Each classroom has one or more banks of windows and receives a lot of light during the day. Additionally, each classroom (with the exception of the Freeman East music/activity room and Freeman West science lab) has an exterior door and at least one window which opens to allow for fresh air to circulate in temperate weather. The reflection room in the Freeman West building has been constructed specifically to allow the students a peaceful 180-degree view of the surrounding area

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which includes a large pond further to the west of the building and a stream to the north of the building.

INSERT FREEMAN EAST OR WEST INTERIOR AND/OR EXTERIOR PICTURES THAT HIGHLIGHT WINDOWS

The Huntington campus also provides ample light with windows and exterior doors in each classroom. The windows in all classrooms are able to be opened to allow for ventilation and fresh air from the outside. The toddler classrooms are equipped with stools that allow the children to observe the outside surroundings. Additionally, in the infant classroom, there is a multi-step platform which allows the infants to pull themselves up to stand and actively look out of the large observation window.

INSERT HUNTINGTON PICTURE OF INTERIOR infant ROOM WINDOW W/ STAGE

The thermostat in each building is usually set between 69-72 during the winter months and 72-74 during the summer months.

Has written policies for the access to and use of the school site and facilities by individuals or groups outside of school hours with provision for adequate legal protections.

Best Quality Cleaning, the cleaning agency employed by MANH (KSD, Inc.), is privately licensed, bonded, and insured. This cleaning agency normally enters the three campuses on evenings or weekends to deep clean and is not present when students are in the buildings.

MANH/KSD, Inc. does not normally rent or provide access to any of our campuses to any organizations unaffiliated with MANH. There are specialty clubs and classes that take place at school (art class and Girl Scouts) but the school does not charge a rental fee.

Has facilities that are adequate for developmentally-appropriate gross motor activity including space for safe, vigorous physical activity.

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The Freeman East campus has a large playground and outdoor space divided into areas appropriate for the 3-6 classrooms and the elementary classrooms. This space includes such things as jungle gyms and playhouses with appropriate climbing and sliding equipment to allow for developmentally appropriate gross motor activities. Additionally, there is a large grassy space in which the elementary aged students are able to run around and play games. The outdoor space also includes a vegetable garden and classroom pet graveyard. The large gym space also gives students a chance for gross motor activity in cold and inclement weather both for PE classes and recess time.



The Freeman West campus does not have an attached playground; instead, Erdkinder students use the open grassy area to play team games (frisbee, kickball, etc.). At other times, the Erdkinder students walk around the adjacent pond to a park district playground area. Erdkinder physical education classes also use the Freeman East

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gym, run/walk around the pond track in the community park, or go to a private gym for crossfit training. The 3-6 classroom relocates to Freeman East in the afternoon where they are able to enjoy their recess time in the gym or outdoor playground spaces.



The Huntington campus has two playgrounds with age-appropriate climbing and sliding equipment for developmentally-appropriate gross motor activity. The 0-3 and 3-6 playgrounds include flowers and vegetables in container gardens. This campus also houses a large activity room with climbing and sliding equipment appropriate to this age group. This space is used for gross motor activities during the school day and inclement weather.

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All campuses have multiple school storage closets for school and teacher materials. Additionally, most classrooms have their own storage closet. Shelves and cupboards in the individual classrooms are also used for teacher materials. Some classrooms, such as the Erdkinder classroom, have a corner dedicated to teacher material storage which is equipped with multiple shelves/cubbies and containers. Additionally, the Erdkinder science lab in Freeman West has several lab-specific cabinets used for the storage of science supplies (chemicals, models, display items, experiment materials, etc.).

INSERT ERDKINDER SCIENCE LAB CABINETS PICTURE

The Freeman East campus also has an all-school storage closet with supplies for teachers and students, including (but not limited to): paper, pencils, notebooks, folders, binders, erasers, markers, colored pencils, rulers, binder clips, glue sticks, poster board, scissors, staplers, tape, etc.

Additionally, because each level of the school (primary, elementary, Erdkinder) involves food preparation as a teachable life skill, each campus also has its own kitchen with

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ample, safe storage for food preparation materials and food. All campuses also have separate janitorial closets as well which hold janitorial supplies and/or a washer and dryer.

Areas of Strength: What are your school's strengths in relation to Standard 6?

We are proud of our spaces at school. We have 3 lovely campuses with ample space and supplies.

Areas of Needed Improvement: How can your school improve in relation to Standard 6?

We can't wait for COVID to allow us full implementation of our philosophy. We miss eating at tables together in the classroom and full implementation of food preparation.

Goals: As you review your responses to the indicators of your school's compliance with each criterion, what major trends, areas of focus, or goals emerge that relate to Standard 6? Include goals to address the areas of needed improvement.

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- A recommendation **must** be included for any criterion marked "no".
- Only commendations and recommendations discussed, corroborated, and agreed upon by all team members may be included in the final report.

Comments:

Commendations:

Recommendations:

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Standards Assessment – Standard 7

STANDARD 7: FINANCES & STABILITY		
The quality Montessori school maintains strong and prudent financial management practices and adequate fiscal resources to support its mission and vision.	STANDARD 7 COMPLIANCE	
	School Self-Assessment	Visiting Team Assessment
	<input type="checkbox"/> Fully Met The Standard is “fully met” when evidence is provided to verify that all applicable criteria are met.	<input type="checkbox"/> Fully Met All 8 criteria/sub-criteria are met
	<input type="checkbox"/> Not Met	<input type="checkbox"/> Substantially Met 1 criterion/sub-criterion is not met
		<input type="checkbox"/> Not Met 2 or more criteria/sub-criteria are not met

List of Verification Documents Available for Visiting Team: Standard 7		
Document Name/Method of Verification (i.e. classroom observation, faculty interview, etc.)	For Verification of the Following Criteria (i.e. 1.2, 1.3, and 1.4)	Location (i.e. centralized document box, locked filing cabinet/office, electronic file, etc.)

CRITERION 7.1		
Complies with all federal, state, and local regulations, as required by the school's legal status, and verified by the AMS Independent Accounting Questionnaire. <i>*It is the school's responsibility to be aware of all these laws and regulations and to take steps to be and remain in compliance. It is not the responsibility of AMS or the Visiting Team to independently verify compliance. Accreditation by AMS is not certification of a school's compliance with applicable laws and regulations.</i>	School Self-Assessment	Visiting Team Assessment
	X Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A		

CRITERION 7.2

Name of School	AMS member #



Standards Assessment – Standard 7

Monitors all financial practices and transactions by engaging an external accounting firm or certified individual annually to review and report on the school's financial practices and financial status through one of these recognized accounting services: review, compilation, or audit.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A		

CRITERION 7.3		
Develops an annual operating budget that is approved by the governing body or owner.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A		

CRITERION 7.4		
Utilizes a system for accurately tracking and documenting revenue and expenses.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A		

CRITERION 7.5		
Reports on current year financial performance through the preparation of financial statements on a monthly or quarterly basis to the governing body or owner for oversight.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A		

CRITERION 7.6		
Clearly states and publishes financial responsibilities of parents (if applicable).	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No

Name of School	AMS member #



Standards Assessment – Standard 7

Please list any applicable state and/or licensing regulation (s) that the school must comply with. ☐ N/A

CRITERION 7.7

Maintains a written policy for managing, disbursing, and overseeing the allocation of funds awarded through its financial assistance program (if applicable).

School Self-Assessment

Visiting Team Assessment

☐ Yes

☐ Yes

☒ No

☐ No

Please list any applicable state and/or licensing regulation (s) that the school must comply with. ☐ N/A

CRITERION 7.8

Engages in financial planning for the long-term sustainability of the school.

School Self-Assessment

Visiting Team Assessment

☒ Yes

☐ Yes

☐ No

☐ No

Please list any applicable state and/or licensing regulation (s) that the school must comply with. ☐ N/A

NOTE: To mark the checkbox, double-click the checkbox. A window will appear and offer the option of “not checked” and “checked” (under “Default Value”). To check the box, select “checked” and click “OK”. If this does not work, then type in “X” next to the checkbox.

Narrative: Discuss **HOW** your school currently meets this Standard and all of its criteria.

AMS and BMO Harris Bank have been working with the Director of Operations (previously known as Executive Director) for 33 years. Due to her financial oversight and expense controls, the school continues to operate in the black and build its cash reserves. The cash reserve as of January 2022 stands at more than 20% of the standard operating budget.

During the pandemic, the school did everything in their power and that was available to them to use the resources available like PPP. At the beginning of the pandemic, PPP1 was given to the school and that debt was forgiven. PPP2 was given during the pandemic, and the school's results are pending. A CCRG childcare restoration grant (specifically for infants/toddlers) was also given to MANH. Because of this diligence and hard work, the school saved over \$500,000 over the course of two years.

Enrollment is currently at 164 for the 2021-2022 school because the school has not bounced back from COVID. MANH is typically a 200 student school. The school invests in its staff, offering competitive salaries and benefits. When the current Head of School took over, she made 2-3% merit increases the first 3 years in her new position. Then, after serving on teams

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for accreditation, she increased the salary scale in phases over 2 years 5% and then 10%. However, during the pandemic, all salaried staff took pay cuts and hourly staff hours were reduced.

Because of the hard work done to earn the PPP loans as well the CCRG grant MANH was able to then give bonuses to salaried staff to make up for their respective pay cuts at the end of the 2020-2021 school year. The 2021-2022 school year began without any salary increases. But for the 2022-2023 school year, it is the Head of School's plan to increase salaries based on merit.

Areas of Strength: What are your school's strengths in relation to Standard 7?
We are proud of the school's financial stability during such a challenging time.

Areas of Needed Improvement: How can your school improve in relation to Standard 7?
In order to determine tuition assistance awarded, the Head of School uses an old financial table to allocate funds. We would like to investigate ways of having an external application and review to

Goals: As you review your responses to the indicators of your school's compliance with each criterion, what major trends, areas of focus, or goals emerge that relate to Standard 7? Include goals to address the areas of needed improvement.

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- A recommendation **must** be included for any criterion marked "no".
- Only commendations and recommendations discussed, corroborated, and agreed upon by all team members may be included in the final report.

Comments:

Commendations:

Recommendations:

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Standards Assessment – Standard 7

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Standards Assessment – Standard 8

STANDARD 8: RECORDS, RESOURCES, AND SUPPORT SYSTEMS		
The quality Montessori school has appropriate documentation, training, and human resources to meet applicable federal, state, and local regulations, assure health and safety of faculty/staff and students, and enable all students to achieve expectations for student learning.	STANDARD 8 COMPLIANCE	
	School Self-Assessment	Visiting Team Assessment
	<input type="checkbox"/> Fully Met The Standard is “fully met” when evidence is provided to verify that all applicable criteria are met.	<input type="checkbox"/> Fully Met All 14 criteria are met
	<input type="checkbox"/> Not Met	<input type="checkbox"/> Substantially Met 1 criterion/sub-criterion is not met
		<input type="checkbox"/> Not Met 2 or more criteria/sub-criteria are not met

List of Verification Documents Available for Visiting Team: Standard 8		
Document Name/Method of Verification (i.e. classroom observation, faculty interview, etc.)	For Verification of the Following Criteria (i.e. 1.2, 1.3, and 1.4)	Location (i.e. centralized document box, locked filing cabinet/office, electronic file, etc.)

CRITERIA:

The quality Montessori school...

CRITERION 8.1		
Develops and implements a published comprehensive health (physical and emotional) and safety plan, preventive/emergency preparedness plan, and crisis management plan.	School Self-Assessment	Visiting Team Assessment
	X Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A		

CRITERION 8.2

Name of School	AMS member #



Standards Assessment – Standard 8

Annually reviews, updates as needed, and shares with appropriate stakeholders the comprehensive health and safety plan, preventive/emergency preparedness plan, and crisis management plan. (Plans should reflect the date of the most recent review and/or revision.)	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A		

CRITERION 8.3		
Ensures that staff is trained, as required by local and state authorities, to comply with all current local and state safety regulations, including provision made to simulate events and practice the execution of health and safety policies and procedures.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A		

CRITERION 8.4		
Maintains records of scheduled, completed emergency drills.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A		

CRITERION 8.5		
Documents and reports student incident/accidents that occur during school hours.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A		

CRITERION 8.6		
Maintains insurance coverage: fire and extended coverage, comprehensive liability, workmen's compensation, and Director and Officer Insurance (if applicable).	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A		

Name of School	AMS member #



Standards Assessment – Standard 8

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CRITERION 8.7

Creates and publishes policies and procedures for field trips and off-site events that provide for the safety of the students including proper chaperoning and procedures for use of commercial and/or private vehicle transportation.

School Self-Assessment

Visiting Team Assessment

☒ Yes

☐ Yes

☐ No

☐ No

Please list any applicable state and/or licensing regulation (s) that the school must comply with. ☐ N/A

CRITERION 8.8

Maintains and distributes to staff students' emergency, health, and academic records at the site of attendance:

SUB-CRITERION 8.8.1

Ensures that all teachers, administrators, and appropriate staff members shall receive any and all necessary information about a student's disability-related needs, which may include a copy of a student's specialized education program, to ensure that disability-based accommodations and specialized instruction occur consistently throughout the student's day.

School Self-Assessment

Visiting Team Assessment

☒ Yes

☐ Yes

☐ No

☐ No

Please list any applicable state and/or licensing regulation (s) that the school must comply with. ☐ N/A

SUB-CRITERION 8.8.2

Provides a plan regarding retention of student records upon closing of the school that abides by state or local regulations.

School Self-Assessment

Visiting Team Assessment

☒ Yes

☐ Yes

☐ No

☐ No

Please list any applicable state and/or licensing regulation (s) that the school must comply with. ☐ N/A

CRITERION 8.9

Maintains on file and provides to families of students with disabilities, as necessary or requested, a list of professional support services and agencies in the community that are able to assist students with disabilities and families of students with disabilities.

School Self-Assessment

Visiting Team Assessment

☒ Yes

☐ Yes

☐ No

☐ No

Please list any applicable state and/or licensing regulation (s) that the school must comply with. ☐ N/A

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AMERICAN MONTESSORI SOCIETY
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Standards Assessment – Standard 8

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CRITERION 8.10		
Assists families in establishing connections with agencies, programs, and/or community resources that may be beneficial to the students with disabilities and/or their families.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
<i>Please list any applicable state and/or licensing regulation (s) that the school must comply with.</i> <input type="checkbox"/> N/A		

CRITERION 8.11		
Maintains employee records including Montessori credentials, licenses, teaching certificates, transcripts, evaluations, and background checks.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
<i>Please list any applicable state and/or licensing regulation (s) that the school must comply with.</i> <input type="checkbox"/> N/A		

CRITERION 8.12		
Has a policy for maintaining and backing up student, former student, and employee records and business files in accordance with all applicable federal, state, and local laws.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
<i>Please list any applicable state and/or licensing regulation (s) that the school must comply with.</i> <input type="checkbox"/> N/A		

CRITERION 8.13		
Ensures accessibility to all legal documents as required by federal state and local laws/regulations befitting the school's legal status.	School Self-Assessment	Visiting Team Assessment
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
<i>Please list any applicable state and/or licensing regulation (s) that the school must comply with.</i> <input type="checkbox"/> N/A		

NOTE: To mark the checkbox, double-click the checkbox. A window will appear and offer the option of "not checked" and "checked" (under "Default Value"). To check the box, select "checked" and click "OK". If this does not work, then type in "X" next to the checkbox.

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Standards Assessment – Standard 8

Narrative: Discuss **HOW** your school currently meets this Standard and all of its criteria.

We take the health and safety of all of our constituents seriously here at MANH. We have comprehensive health, safety/emergency plans in place which are reviewed and updated as needed. When changes are made to said plans, we update them and provide the most updated information to our parents.

During the last 2 years with Covid policies and practices changing regularly, we stay abreast of changes made by the Illinois Department of Health (IDPH) and the Center for Disease Control (CDC) as well as the American Academy of Pediatrics (AAP). We have found that the CDC is quick to release changes for the general public which do not align with changes that need to be made to schools, so this has been a challenge the last 2 years. We are proud that our policies and practices have been consistent in keeping everyone healthy and safe at school. Covid planning has taken a front seat in planning and we have not been able to review all of our plans as frequently as we would like.

We have staff from all 3 campuses who participate in CPR training (which normally takes place on MLK Day) and first aid training every 2 years. We have 4 fire drills per year, 1 of which is supervised by the local fire department. We have 2 tornado drills per year and 1 bus evacuation drill.

When incidents or injury occur at school, we fill out an Incident/Injury form that is filled out by staff who supervised the event. It is signed by the teacher, the parents and then the Head of School. The form is placed in the child's file in the office at school.

The school maintains various insurance policies for the multiple facets of the school. We have automobile insurance, board insurance, workman's compensation and liability insurance.

Field trip expectations are both in the Parent and Staff Handbooks so everyone can be on the same page around safety and goals of educational field experiences. All records are stored in the office. Whenever a student is given an IEP or has a neuropsychological evaluation, that information is shared with the classroom teachers and our special education team. Naturally, meetings are held between the parents, teachers and special education teachers (if they are needed) to develop goals and accommodations.

Once a student leaves the school, their records are scanned and saved in the administrative Google Drive Folder. In that way, if records are needed in the future, we are able to retrieve them. Likewise, we have a record of former employees of the school.

When families need resources for social emotional needs, speech, physical or occupational therapies, or resources for screening/evaluations for their children we are there for them. We have a close relationship with a speech therapist from Arlington Pediatric Therapy who

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Standards Assessment – Standard 8

comes to school and gives service to children on Thursdays. She currently sees 8 of our students (as one might imagine with wearing masks all day, more children are needing help with speech). For public screening we go through our local school district (District 15–Palatine) and for private we recommend the Pediatric Brain Institute in Hoffman Estates (Dr. Cruz).

Areas of Strength: What are your school's strengths in relation to Standard 8?

We are extremely proud of our ability to recognize students who might need interventions, guide the parents towards a proper evaluation and then recommend services.

Areas of Needed Improvement: How can your school improve in relation to Standard 8?

We have spent so much time updating and evaluating the COVID plans, we look forward to paying more attention to other plans. We also have not done an intruder drill in some time

Goals: As you review your responses to the indicators of your school's compliance with each criterion, what major trends, areas of focus, or goals emerge that relate to Standard 8? Include goals to address the areas of needed improvement.

Making our review of plans as regular as it was pre-covid

FOR USE BY THE ONSITE VISITING TEAM ONLY:

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- A recommendation **must** be included for any criterion marked "no".
- Only commendations and recommendations discussed, corroborated, and agreed upon by all team members may be included in the final report.

Comments:

Commendations:

Recommendations:

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Standards Assessment – Standard 8

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Standards Assessment – Standard 9

STANDARD 9: STAKEHOLDER COMMUNICATION AND RELATIONSHIPS		
The quality Montessori school fosters effective communications and relationships with and among its stakeholders.	STANDARD 9 COMPLIANCE	
	School Self-Assessment	Visiting Team Assessment
	<input type="checkbox"/> Fully Met The Standard is “fully met” when evidence is provided to verify that all applicable criteria are met.	<input type="checkbox"/> Fully Met All 8 criteria are met
	<input type="checkbox"/> Not Met	<input type="checkbox"/> Substantially Met 1 criterion is not met
		<input type="checkbox"/> Not Met 2 or more criteria are not met

List of Verification Documents Available for Visiting Team: Standard 9		
Document Name/Method of Verification (i.e. classroom observation, faculty interview, etc.)	For Verification of the Following Criteria (i.e. 1.2, 1.3, and 1.4)	Location (i.e. centralized document box, locked filing cabinet/office, electronic file, etc.)

CRITERIA:
The quality Montessori school...

CRITERION 9.1		
Has formal channels described and outlined in a policy and procedures document to listen to and communicate with stakeholders.	School Self-Assessment	Visiting Team Assessment
	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A		

CRITERION 9.2

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Standards Assessment – Standard 9

Publishes a parent handbook which articulates policies and procedures relevant for students and families, including an anti-bullying statement, a student discipline policy, and a grievance procedure.	School Self-Assessment	Visiting Team Assessment
	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A		

CRITERION 9.3		
Solicits the knowledge and skills of stakeholders to enhance the work of the school.	School Self-Assessment	Visiting Team Assessment
	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A		

CRITERION 9.4		
Communicates, through multiple channels, the expectations for student learning, learner outcomes, school effectiveness, and goals for improvement to all stakeholders.	School Self-Assessment	Visiting Team Assessment
	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A		

CRITERION 9.5		
Provides the necessary tools that enable outreach and engagement to the school's families, including those whose first language is one other than the primary language spoken in the school.	School Self-Assessment	Visiting Team Assessment
	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
Please list any applicable state and/or licensing regulation (s) that the school must comply with. <input type="checkbox"/> N/A		

CRITERION 9.6		
Conducts annual assessments of school effectiveness with constituents, and analyzes and shares results.	School Self-Assessment	Visiting Team Assessment
	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes

Name of School	AMS member #



Standards Assessment – Standard 9

	<input type="checkbox"/> No	<input type="checkbox"/> No
<i>Please list any applicable state and/or licensing regulation (s) that the school must comply with.</i> <input type="checkbox"/> N/A		

CRITERION 9.7		
Develops a written observation policy and encourages visits by parents and other community members.	School Self-Assessment	Visiting Team Assessment
	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
<i>Please list any applicable state and/or licensing regulation (s) that the school must comply with.</i> <input type="checkbox"/> N/A		

CRITERION 9.8		
Practices community engagement by providing information about school programs, and seeks ways to contribute locally.	School Self-Assessment	Visiting Team Assessment
	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
<i>Please list any applicable state and/or licensing regulation (s) that the school must comply with.</i> <input type="checkbox"/> N/A		

CRITERION 9.8		
Provides family support and enrichment opportunities such as workshops on Montessori philosophy and curriculum, parenting issues, child development, and health and safety issues.	School Self-Assessment	Visiting Team Assessment
	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No
<i>Please list any applicable state and/or licensing regulation (s) that the school must comply with.</i> <input type="checkbox"/> N/A		

NOTE: To mark the checkbox, double-click the checkbox. A window will appear and offer the option of "not checked" and "checked" (under "Default Value"). To check the box, select "checked" and click "OK". If this does not work, then type in "X" next to the checkbox.

Narrative: Discuss **HOW** your school currently meets this Standard and all of its criteria.

Areas of Strength: What are your school's strengths in relation to Standard 9?

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Standards Assessment – Standard 9

Areas of Needed Improvement: How can your school improve in relation to Standard 9?

Goals: As you review your responses to the indicators of your school's compliance with each criterion, what major trends, areas of focus, or goals emerge that relate to Standard 9? Include goals to address the areas of needed improvement.

FOR USE BY THE ONSITE VISITING TEAM ONLY:

- Anecdotal evidence of the school's compliance or non-compliance with the applicable Standard and corresponding criteria that is collected by the team over the course of the onsite visit should be presented in narrative form in the comments section.
- A recommendation **must** be included for any criterion marked "no".
- Only commendations and recommendations discussed, corroborated, and agreed upon by all team members may be included in the final report.

Comments:

Commendations:

Recommendations:

FOR USE BY THE ONSITE VISITING TEAM ONLY:

- Anecdotal evidence of the school's compliance or non-compliance with AMS Standards & Criteria collected by the team over the course of the onsite visit should be presented in narrative form in the overview and comments section.
- A recommendation **must** be included for any criterion marked "not met" and should be followed by a reference in parenthesis to the unmet criterion's number.
- Only commendations and recommendations discussed, corroborated, and agreed upon by all team members may be included in the final report.

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Major Commendations and Recommendations

Overview and Comments:

Major Commendations

The AMS Accreditation On-site Visiting Team commends the school for . . .

-

Major Recommendations

The AMS Accreditation On-site Visiting Team recommends that the school . . .

-

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Onsite Visit Verification Checklist

FOR USE BY THE ONSITE VISITING TEAM ONLY:

(Please mark each item as Yes, No, or N/A (not applicable). Any items marked as "No" must be addressed by the on-site team with a recommendation.)

	The school fully or substantially meets all Standards for American Montessori Society schools. If No, please list unmet Standards:
	The following criteria for American Montessori Society schools are not currently in compliance (for example, criterion 1.1):
	A recommendation has been made for any unmet criteria. (Required)
	The self-study was comprehensive, organized, and clearly a collaborative process.
	The profile of the school is in congruence with the self-study.
	The school's guiding principles and mission are in congruence with the self-study.
	<p>The educational nature of the school is in congruence with the self-study and includes all of the six essential characteristics of an American Montessori school. These are:</p> <ol style="list-style-type: none"> 1. Montessori Learning Environment - <i>Child-centered, responsive, adaptive with individually construed competence;</i> 2. Montessori's Learning Activities - <i>Materials, spontaneous activity, active learning, self-directed, freedom within limits, intrinsic motivation;</i> 3. Montessori Learning Relationships - <i>Mixed-age grouping, social community setting, cooperation, collaboration not competition;</i> 4. Montessori Spirituality - <i>The child as a spiritual and moral being;</i> 5. What the Montessori Teacher Is - <i>Authoritative, observer, resource, consultant, role model;</i> 6. What the Montessori Teacher Does - <i>Respectfully engages with learner, able to match learner with knowledge and materials, environment designer, organizer, and preparer</i>
	In the self-study report, the Educational Nature of the School section discusses the school's strengths as well as areas that need to be improved.
	<p>The learner outcomes of the school are in congruence with the self-study and include all of the eight essential outcomes for a Montessori student. These are:</p> <ol style="list-style-type: none"> 1. Independence 2. Confidence and Competence 3. Autonomy 4. Intrinsic Motivation 5. Social Responsibility 6. Academic Preparation 7. Spiritual Awareness 8. Global Citizenship

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Onsite Visit Verification Checklist

	The effectiveness of the school is in congruence with the self-study and is used by the school for strategic planning.
	The school has updated and/or written a multi-year strategic plan.
	The strategic plan contains goals, person(s) responsible, and resources needed.

FOR USE BY THE ONSITE VISITING TEAM ONLY:

ON-SITE VISITING TEAM APPOINTED BY THE AMS OFFICE OF SCHOOL ACCREDITATION

Onsite visit dates	Accreditation Cycle (check one) <input type="checkbox"/> Initial Accreditation <input type="checkbox"/> Reaccreditation
<input type="checkbox"/> AMS-only <input type="checkbox"/> Cooperating agency _____	
Name of Team Chair	Organization and Affiliation
Name of Team Co-Chair (if applicable)	
Name of Team Members	Organization and Affiliation
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