

Appendix A

Montessori Principal Survey

Welcome, and thank you for participating in the S.C. Public School Montessori Study.

Please answer as many questions as you can. Feel free to ask a curriculum coordinator or experienced Montessori teacher to assist you with questions if necessary.

If you need to stop before completion of the survey, complete the page you are on, click the Next button, and then close your browser window. You can resume the survey at any point by clicking the link in your email invitation again. Your answers should be saved.

Please click the Next button to begin the survey.

Is this the first year that a Montessori program has been in existence at School Name

☐ Yes

☐ No

(If NO is selected) How many years has a Montessori program been in existence at School Name? (Do NOT include school year 2015-2016)

☐ 1-3 years

☐ 4-6 years

☐ 7-9 years

☐ 10+ years

Please indicate the number of classrooms for each Montessori level.

	Number of classrooms at this level:	There are no classrooms at this level.
Primary		☐
Lower Elementary		☐
Upper Elementary		☐
Middle		☐

What is the total number of Montessori students enrolled at School Name?

What is the total number of students enrolled at School Name?

What percentage of the student body receives free and/or reduced meals at School Name?

- m None
- m 1%-25%
- m 26%-50%
- m 51%-75%
- m 76%-99%
- m All students

How is the geographic area in which School Name is located classified by the state? Is it classified as being located in a/n...?

- m urban area
- m suburban area
- m rural area

Which of the following best describes School Name?

- m Entirely Montessori
- m A combination of Montessori and non-Montessori classrooms within the same school
- m Other, please specify: _____

Is there a waiting list for enrollment in the Montessori program at School Name?

- m Yes
- m No

(If YES is selected) How many students are on the waiting list?

Is School Name a “member school” of any national or international Montessori organizations or associations?

m Yes

m No

(If YES is selected) Please list the organizations and/or associations.

Is School Name accredited by any national or international Montessori organizations or associations?

m Yes

m No

(If YES is selected) Please list the organizations and/or associations.

What percentage of Montessori classes at School Name are multi-aged, based on Montessori's three-year age spans? (e.g. age 3-6; age 6-9 or 6-12; age 12-15; age 15-18)

m None

m 1%-25%

m 26%-50%

m 51%-75%

m 76%-99%

m All students

Are there any grade configurations within the Montessori school that are not authentic Montessori?

m Yes

m No

(If YES is selected) Please list each grade configuration that is not authentic, and describe why it is configured that manner.

At School Name, what is the total number of...?

· Montessori teachers?

· Montessori classroom

assistants/paraprofessionals?

- Montessori teachers that have Montessori credentials (obtained when the teacher completely finishes an accredited Montessori teacher training program) for the level they teach?
- Montessori teachers currently completing their internship and/or in the process of obtaining Montessori credentials for the level they teach?

Does School Name currently maintain (either by school or District Office) an active and open recruitment for Montessori credentialed teachers?

m Yes

m No

Are Montessori classroom assistants/paraprofessionals given Montessori training at School Name?

m Yes

m No

(If YES is selected) Please describe how Montessori classroom assistants/paraprofessionals are trained at School Name.

How many Montessori teacher trainings (i.e. in-service programs, webinars, conferences) does your school or district implement for School Name Montessori teachers per year that are led by experienced, credentialed Montessori educators?

m 0

m 1

m 2 or more

(If 1 or 2 or more is selected) Indicate which of the following topics are covered in your school or district's Montessori in-service programs. (Check all that apply)

q Classroom management

q Giving lessons (refresher)

q Lesson planning

q Record keeping

q Testing

q Curriculum standards

q Student assessment

q Specific content area ideas

q Other, please specify: _____

Has your district assigned an individual to oversee the Montessori program in the district?

m Yes

m No

(If YES is selected) Please provide the name and email address of this person.

Name:

Email:

Are you the main contact person for the Montessori program at School Name?

m Yes

m No

(If NO is selected) Please list the name, title, email and phone number of the main contact for the Montessori program at School Name.

Name

Title or Position Held:

Email:

Phone:

Is this year your first year as principal at School Name?

m Yes

m No

(If NO is selected) How many years have you been principal at School Name? (Do not include school year 2015-2016)

m 1-3

m 4-6

m 7-9

m 10+

Is this your first year as a Montessori principal?

m Yes

m No

(If NO is selected) Including time spent at school other than School Name, how many years have you been a Montessori principal? (Do not include school year 2015-2016)

m 1-3

m 4-6

m 7-9

m 10+

Are you certified as a Montessori teacher?

m Yes

m No

(If YES is selected) Please list the certifying organization(s).

Do you have a Montessori administrator certification?

m Yes

m No

(If YES is selected) Please list the certifying organization(s).

How many Montessori-focused workshops, conferences, or training sessions have you attended in the last 12 months?

m 0

m 1

m 2 or more

Does School Name have a curriculum coordinator?

m Yes

m No

(If YES is selected) Does School Name's curriculum coordinator have experience as a Montessori teacher?

m Yes

m No

How many Montessori-focused workshops, conferences, or training sessions has the curriculum coordinator attended in the last 12 months?

m 0

m 1

m 2 or more

Please list other Montessori trainings completed or certifications held by the curriculum coordinator, if applicable.

How difficult or not difficult do district, state, or federal mandates make it for your school to implement core Montessori curriculum and instructional methods?

m Very difficult

m Moderately difficult

m Slightly difficult

m Not difficult at all

(If ANY OPTION is selected) Please explain your answer.

Briefly describe any challenges that impede your ability to implement core Montessori curriculum and instructional methods at School Name. If you have not experienced any challenges, please enter N/A.

How frequently do higher levels of administration (district, state) demonstrate support for School Name's Montessori program?

m Always

m Often

m Sometimes

m Never

(If ANY OPTION is selected) Please explain your answer.

Please indicate the level of district administration support in the following areas:

	Very supportive	Moderately supportive	Slightly supportive	Not at all supportive
Financial support	m	m	m	m
Allowing flexibility in school and district requirements	m	m	m	m
Allowing Montessori representation in district administration	m	m	m	m
Promoting Montessori professional development	m	m	m	m
Other (please specify)	m	m	m	m

What percentage of School Name's Montessori classrooms are equipped with a full complement of level-appropriate Montessori materials purchased from Montessori dealers?

m None

m 1%-25%

m 26%-50%

m 51%-75%

m 76%-99%

m All classrooms

Check each item below if all or more (75% or higher) of School Name's Montessori classrooms have a classroom design with that particular feature:

- q Room large enough to create areas for different sets of materials
- q Room large enough for children to lay out mats to work on the floor
- q Sink in the room
- q Direct access to the outdoors
- q Outdoor gardening area
- q Access to a stove and refrigerator
- q Bathroom

Does School Name use another non-traditional curriculum or approach alongside Montessori? (i.e. STEM, IB, language immersion, arts infusion, etc.)

- m Yes
- m No

(If YES is selected) Please list the other curriculums or approaches.

Approximately what percentage of Montessori classrooms at School Name are able to provide uninterrupted work periods for at least 2.5 hours per day?

- m None
- m 1%-25%
- m 26%-50%
- m 51%-75%
- m 76%-99%
- m All classrooms

Approximately what percentage of Montessori classrooms are able to schedule related arts (PE, music, art, etc.) in such a manner as to provide an extended uninterrupted work period?

How often do teachers in the Montessori classrooms use numerical or letter grades?

- m Always
- m Often

m Sometimes

m Never

(If NEVER is selected) Please explain how the Montessori teacher assess students academically.

Do the Montessori teachers at School Name assess the social-emotional well-being of students?

m Yes

m No

(If YES is selected) Please explain how Montessori teachers assess the social-emotional well-being of students.

In the Montessori classrooms, what is the average number of times per year that each parent has a conference with their child's teacher to review their progress?

m 0

m 1

m 2 or more

How much focus does School Name place on preparation for state mandated assessments?

m A Lot

m Some

m A Little

m None

(If ANY OPTION is selected) Please explain your answer.

Which of the following best describes the admissions process to School Name's Montessori program?

m Lottery, if there are more students than slots

- m First come, first served
- m Selective admissions criteria
- m Other (please specify) _____

How many information sessions for prospective Montessori parents and families are held each year to explain the admissions procedure and the basics of the Montessori model?

- m 0
- m 1
- m 2 or more

How many on-going parent education programs does your school provide each year to promote the understanding of Montessori principles, curriculum, and methods?

- m 0
- m 1
- m 2 or more

(If 1 or 2 OR MORE is selected) Indicate which of the following topical areas are covered in School Name's parent education programs? (Check all that apply)

- q Montessori parenting
- q Montessori philosophy
- q Montessori materials
- q Positive discipline
- q Assessing your child's learning
- q Observing in a Montessori classroom
- q Testing and curriculum standards
- q Other (please specify) _____

Please provide any additional information about the Montessori program at School Name that you feel is relevant but was not addressed in this survey.

Appendix B

References in the Creation of the Classroom Observation Instrument

Lillard, A. S. (2017). *Montessori: The Science behind the Genius* (3rd ed.). Oxford University Press.

Pianta, R. C., La Paro, K. M., & Hamre, B. K. (2003). Classroom Assessment Scoring System [CLASS] Manual: Pre-K. Baltimore, MD : Brookes Publishing.

Appendix B

FORM A Classroom Observation Details

**Note: some answers will be obtained during the post-observation teacher interview*

School Name: _____ Observer Name: _____ Date of Observation: _____

Teacher Name: _____ Years as a Montessori Teacher _____ Montessori Credential Level: P LE UE M

Teacher Training Institution: _____ Date Credential Completed: _____

Level of Class Being Observed: P LE UE M

of Students Enrolled in Class: _____

of Students in Class During Observation: _____

Age/Grade Level Breakdown: _____

of Those **NEW** to Montessori: _____

Is the class appropriately multi-aged? (3-6 years, 6-9 years, 9-12 years, etc.) Y N

Duration of Daily Uninterrupted Work Time: _____

Observation Start Time: _____ Duration of Observation: _____

Assistant's name: _____

Was assistant in class during entire observation time? Y N If not, indicate # of minutes present: _____

Please note below any instances in the class that are not part of daily routine (i.e. child gets sick in class, teacher is called out of room, etc.).

Observer Signature: _____

FORM B-2

Lesson Planning, Recordkeeping, Assessment and General Questions

	Overall Assessment	Circle Rating			Notes (can use other side if needed)
Lesson Planning	Clipboard with this week's lessons planned for individual students and small groups; approximately 5-7 lessons indicated per day, mostly one-on-one; if small groups- no more than 3 in a group. File, binder, or electronic system where lesson plans from past weeks are kept. (Elementary and Middle) Samples of student work plans, evidence of work checked, some indications (grades 3 and higher) that student is assisting with planning.	Not Met	Somewhat Met	Met	
Recordkeeping	System of recordkeeping with introduction and mastery dates of lessons written in. System should include documentation for individual students across all curriculum areas. OR If electronic system is consistently used (e.g., MRX- recent individual reports on student's mastery of lessons.	Not Met	Somewhat Met	Met	
Student Assessment	Portfolios of student work samples. ELEMENTARY ONLY: Student notebooks where daily work is recorded; evidence that work has been checked for mastery Samples of rubrics used for assessing student work (elementary only). How teacher uses above for parent conferences. Sample of quarterly progress report/report card. No letter or % grades on any of above (acceptable to use a fraction as assessment on a spelling check).	Not Met	Somewhat Met	Met	

General Questions	On a scale from 0-10, with 0 being the lowest and 10 being the highest, please indicate the extent to which you:	Rating/Score	Clarification Comments
	1. Are able to meet the needs of students challenged academically?		
	2. Are able to meet the needs to the students challenged behaviorally?		
	3. Are able to implement authentic Montessori curriculum/lessons while incorporating common core standards.		
	4. Feel supported, not isolated, by administrators and other teachers in the school.		
	5. IF A TEACHER SCORES A "SOMEWHAT MET" OR "NOT MET" ON SCOPE OF MATERIALS ONLY: I noticed materials missing in...could you provide some clarification on their absence?		

FORM B-1: Primary Observation Tool

Focus Area 1: Prepared Environment

	Description	Met	Somewhat Met	Not Met
Overall Appearance	1) Overall Feel of Classroom: inviting, beautiful; eyes drawn to Montessori materials; decorative and personal touches			
	2) Organization of Classroom: well-organized, including clearly identifiable curriculum areas; no obvious "front of room" or teacher station for giving lessons			
	3) Condition of Classroom: clean and free of clutter; dusted table tops free of markings; materials in good repair; promotes safety			
Room Features	4) Classroom Size: large enough for adequate work spaces and smooth traffic flow			
	5) Walls, Cabinets and Doors: muted/soft colors; bare except for classic art, student work, and calendar /clock hung at studenteye-level			
	6) Work Spaces: student-sized furniture; seating for individual and small group work; whole-class space with walking line			
Montessori Materials	7) Scope of Materials: full set of Montessori materials for each curriculum area: ☐ Practical Life ☐ Sensorial ☐ Language ☐ Math ☐ Language ☐ Science ☐ Geography			
	8) Sequence of Materials: correct order of Montessori materials on shelves, neatly arranged			
	9) Lesson Extensions: limited (up to three) supplementary materials per curriculum area; must support direct or indirect aims of lessons			
Other	10) Essential Curriculum Features: ☐ Snack Area is located in Practical Life and necessary items are accessible ☐ Art Area is equipped with easel, paint, crayons/markers and paper ☐ Gardening Area is nearby and well-kept ☐ Classroom Library has comfortable seating for at least two children, as well as books, audiobooks, and CD player with headphones ☐ Peace Table is designed to support solving conflicts			

Teacher Name: _____

School: _____

Observation Date: _____ **Observer Initials:** _____

****OBSERVER COMMENTS:**

Focus Area 2: Classroom Climate

	Description	Met	Somewhat Met	Not Met
Atmosphere	11) Noise Level: soft learning buzz; low voices			
	12) Engagement in Work: students are joyfully engaged in work, purposefully and with effort			
	13) Grace and Courtesy: adults and students demonstrate respect to each other, verbally and otherwise			
Expectations for Behavior	14) Procedures: established procedures are followed in an orderly fashion (i.e. using restroom, asking for help, having work checked, lining up)			
	15) Self-Discipline: expectations for behavior are followed; prompt redirection for misbehavior given as needed			
	16) Movement in Room: adult(s) and students move carefully and calmly; walk around work mats on floor			
Learning Environment	17) “Student-Centered” Learning: independent learning is central focus; adult direction is not dominant feature of interactions			
	18) Freedom within Limits: students choose appropriate work independently and complete work cycles			
	19) Working Formats: students work alone, collaboratively, 1-1 with an adult, or in small groups			
	20) Cooperation: students demonstrate a cooperative vs. competitive spirit (i.e. cleaning-up, helping others, being a buddy)			

Teacher Name: _____

School: _____

Observation Date: _____ Observer Initials: _____

****OBSERVER COMMENTS:**

Focus Area 3: Student Learning

	Description	Met	Somewhat Met	Not Met
Focus, Concentration, and Meaning	1) Individual Work: students demonstrate concentration; self-correction of errors; repetition of some works			
	2) Lesson Presentations: students attend to teacher's voice and modeling of materials throughout lesson			
	3) Meaningfulness: students' curiosity and discovery of learning indicate that lessons interest them and makes sense			
Work Habits	4) Hands-on Learning: interaction with Montessori equipment is dominant form of student work			
	5) Motivation: students are self-directed and do not need continual prompting to work			
	6) Independent Work Cycles: cycles are appropriately completed by students. Step 1: students carry materials carefully to chosen work space for proper set-up. Step 2: students exhibit persistence and confidence in their efforts; attempt to solve problems before asking for help or giving up. Step 3: students restore materials properly, return neatly to correct place onshelf			
	7) Work Products: students have tangible results of work in portfolios or notebooks (i.e. letter/number formation, sentence writing)			
	8) Flow: students transition to another work independently and choose work in a variety of areas			
Interactions Among	9) Paired or Small Group Work: peer work is collaborative, peaceful, and focused on lesson objective			
	10) Honoring Concentration: students respect each other's work and space			

Teacher Name: _____

School: _____

Observation Date: _____ Observer Initials: _____

****OBSERVER COMMENTS:**

Focus Area 4: Instruction

	Description	Met	Somewhat Met	Not Met	Met	Somewhat Met	Not Met
Demeanor and Presence	1) Voice Level: soft spoken and respectful						
	2) Professionalism: well-groomed; professional appearance and demeanor						
	3) Attitude: conveys enjoyment of working with children; comfortable and relaxed; smiling and sense of humor						
Monitoring and Observing	4) Whole Class Awareness: periodically scans entire room to monitor classroom climate						
	5) Observation of Students: purposefully observes students and writes observation notes						
	6) Facilitator of Learning: guides learning; does not disturb students engaged in work						
Other Interactions	7) Teacher/Assistant Team: interactions between teacher and assistant indicate they work well as a team						
	8) Establishment of Respect: students carry out adult's directions						
	9) Discipline: respectful and firm, while being sensitive to individual needs; encourages use of peace table						
	10) Promotion of Independent Thinking: encourages children to solve problems, make decisions, and work through lessons independently						
Direct Instruction	11) Content of Lessons: presents lessons correctly (slowly and properly sequenced, with minimal talking)						
	12) Delivery of Lessons: a) initial presentations on didactic equipment given 1-1; b) other lessons presented individually or in groups (2-5) with all students focusing; c) lessons presented at student eye-level; teacher positions herself to still have a view of class (no back to class)						
	13) Modeling: demonstrates all steps of work cycle, from obtaining material from shelf to its correct restoration						
	14) Pacing of Lessons: paces herself to maximize number of lessons given during work time						
	15) Teacher Rhythm: follows teacher rhythm of presenting lessons, circulating, and then observing						

Teacher Name: _____

School: _____

Observation Date: _____ Observer Initials: _____

****OBSERVER COMMENTS:**

Primary Classroom Materials List

Practical Life

Dry Transfer (Bean Transfer –hands; Transfer with scoops, spoons, tongs)
Liquid Transfer (Pitchers, funnels, baster, eye dropper; squeezing sponge, soap suds; making bubbles)
Sorting (Buttons, etc.) Fine
Motor Control:
Hand washing Screwing nuts and bolts Keys and locks Clamping clothespins
Polishing shoes, mirror, silver, brass Washings: baby, dishes, clothes Napkin Folding
Table setting Setting a Tea
Party
Grating nutmeg, cheese, soap Sifting corn meal, rice Peeling, cutting real food
Sharpening pencils
Sewing with buttons, yarn, making a pin cushion Stringing beads
Cutting with scissors Scrubbing: shell, table, window
Using a dustpan and brush (potpourri) Sweeping floor, mopping floor Working with clay
Dressing frames
Plant and flower care (arranging cut flowers, shining leaves, watering plants)

Sensorial (continued in next column) Knobbed cylinder blocks #1 through #4 Set of knobless cylinders
Pink tower Brown stair Long rods
Color Tablets – 1st, 2nd , 3rd boxes
Constructive triangles Constructive blue triangles
Circles, squares and triangles
Geometric Solids
Geometric form cards
Geometric cabinet with six drawers of shapes

Fabric box
Smelling bottles
Tasting exercise
Sound boxes
Baric tablets
Mystery bag with familiar objects and/or shapes
Blindfolds (2)

Math

Number rods (blue & red) Sandpaper numerals
Number rods and wooden numbers
Spindle boxes with 45 spindles Short
Bead Stair
Teen boards
Teen bead box
Tens board
Tens bead box
Hanging teen board and beads
Addition Snake Game Hundred
Board with tiles
Control chart for Hundred Board
Cut-out numerals & counters Cut-out numerals & box
Introduction to Decimal System, Quantity then Symbols
Golden Bead Material Set with plastic number cards, connected nylon beads
Bead Material (for Bead Cabinet)
Set of arrows for bead material and plastic boxes
Colored bead stairs
Addition strip board
Subtraction strip board
Small bead frame
Large fraction skittles and stand
Fraction circles and two stands
Fraction labels
Addition tables
Subtraction tables
Addition equations and sums box
Subtraction equations and differences box
Clock with moveable hands and clock exercises
May have multiplication and division boards, if students are ready

Geometric cabinet demonstration tray Form cards for the demonstration tray Monomial cube
Binomial cube Trinomial cube
Smooth gradation board Rough and smooth boards set Rough gradation tablets Smooth gradation
tablets

Language

Assortment of pre-reading lessons: matching objects, pictures then words
Rhyming and sequencing lessons Sandpaper lowercase letters Sandpaper capitals
Large moveable alphabet Blank greenboards
Greenboards with lines and squares
Sand tray for tracing letters
Metal Inset Materials: 2 trays of 10 insets, 11 colors
inset pencils, 11 colored pencil holders, tracing tray
Sound baskets (5 consonants, 1 vowel in each
basket) with objects
Pink, Blue and Green series or comparable
phonetic
lessons through double vowels
Object Boxes (boxes containing objects and words to
match)
Farm with animals Beginning
leveled readers

Science

Living & Non-Living Classification Plant
and Animal classification
Botany cabinet with three drawers of leaf shapes
Botany cabinet control chart
Leaf cards and small cabinet
Botany puzzles and cabinet (tree, flower, leaf) Animal
puzzles /cabinet (horse, frog, fish, turtle, bird)

Geography

Globe of land and water Globe
of continents
Puzzle maps: The World, Each Continent, US
Control maps
Circle for World Map Punch pins
long handle Land and Water
Formation
Flags of major countries in continent study
Families of the Animal Kingdom
Vertebrate/Non-Vertebrate
Sink and float
Magnetic/ non-magnetic