

Domain 1— Adults

STANDARD	EXEMPLARY IMPLEMENTATION	STRONG IMPLEMENTATION	PARTIAL IMPLEMENTATION	LIMITED IMPLEMENTATION
<p>Each classroom has a teacher who holds Montessori credentials for the age group they teach, from a MACTE-, AMI-, or AMS-accredited training program.</p> <p>Auxiliary teachers (e.g. special education, physical education, art, music, etc.) are Montessori credentialed or oriented in Montessori theory and practice.</p>	<ul style="list-style-type: none"> • All Montessori classrooms have at least one teacher who is credentialed at the appropriate level. • All auxiliary teachers are Montessori credentialed as teachers or oriented in Montessori theory and practice through an external Montessori orientation course. 	<ul style="list-style-type: none"> • 90% of classrooms have a teacher who is fully credentialed at the appropriate level, with the remainder having a teacher who is in the process of earning an appropriate credential. • 90% of auxiliary teachers have been oriented to Montessori theory and practice, with a plan for complete orientation. 	<ul style="list-style-type: none"> • 75% of classrooms have a teacher who is fully credentialed at the appropriate level, with a plan for getting all teachers trained. • 75% of auxiliary teachers have received an orientation to Montessori theory and practice. 	<ul style="list-style-type: none"> • Fewer than 75% of classrooms have a teacher who is fully credentialed at the appropriate level. • Fewer than 75% of auxiliary teachers have received an orientation to Montessori theory and practice.
<p>Non-Montessori-credentialed classroom teaching team members:</p> <ul style="list-style-type: none"> • have preparation appropriate to their roles. • participate in ongoing Montessori professional development. • meet regularly with the full teaching team to collaborate. • play an integral role in the culture of the classroom 	<ul style="list-style-type: none"> • All classroom teaching team members without Montessori credentials have completed a Montessori fundamentals or assistants course. • Non-Montessori credentialed team members participate in ongoing Montessori theory and practice professional learning opportunities. • Classroom adults have more than 60 minutes together each week to discuss observations and planning. • All team members play an integral role in the culture of the classroom by supporting constructive interactions between adults, children, and the environment. 	<ul style="list-style-type: none"> • 90% of classroom teaching team members without Montessori credentials have completed a Montessori fundamentals or assistants course. • Non-Montessori credentialed team members attend most school-wide Montessori theory and practice professional learning opportunities. • Classroom adults have 60 minutes of scheduled time together each week to discuss observations and planning. • Non-Montessori credentialed team members spend the majority of their time focused on redirection, maintaining the prepared environment, and attending to children's physical needs (bathroom, snack, etc.). 	<ul style="list-style-type: none"> • 75% of classroom teaching team members without Montessori credentials have completed a Montessori fundamentals or assistants course. • Non-Montessori credentialed team members attend school-wide Montessori theory and practice professional learning opportunities at the start of the school year. • Classroom adults have limited and/or inconsistent opportunities to discuss observations and planning. • Non-Montessori credentialed team members spend the majority of their time maintaining the prepared environment, with limited interaction with children or the teacher. 	<ul style="list-style-type: none"> • Fewer than 75% of classroom teaching team members without Montessori credentials have completed a Montessori fundamentals or assistants course. • Non-Montessori credentialed team members are not included in school-wide professional development opportunities. • Classroom adults do not have scheduled time together to discuss observations and planning. • Non-Montessori credentialed team members, when they are present, are disengaged from the work of the room or focus on warning and correcting.

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<p>Classroom teachers implement Montessori pedagogy, including:</p> <ul style="list-style-type: none"> • working from a Montessori scope and sequence. • using developmentally appropriate lesson group sizes with a minimum of whole-group instruction. • giving lessons which stimulate independent work. • giving personalized and differentiated lessons. 	<ul style="list-style-type: none"> • Teachers organize their work based on a school-wide Montessori scope and sequence, meeting standards not covered in their albums with Montessori-aligned learning activities. 	<ul style="list-style-type: none"> • Teachers organize their work based on a Montessori scope and sequence, meeting standards not covered in their albums with Montessori-aligned learning activities. • Adults typically give lessons in group sizes appropriate for the age level. • Lessons are typically open-ended, stimulating independent work. • Lessons are consistently personalized and differentiated. 	<ul style="list-style-type: none"> • Teachers mix Montessori and non-Montessori scope and sequence, or a pacing guide. • Adults sometimes give lessons in group sizes appropriate for age level, but also regularly deliver whole-group or grade-level instruction. • Lessons are mostly didactic, and follow-up work is typically required, rather than independently chosen. • Lessons are sometimes personalized and differentiated. 	<ul style="list-style-type: none"> • Adults follow a non-Montessori scope and sequence or a pacing guide. • Adults deliver mostly whole-group or grade-level instruction. • Lessons are didactic and followed by required work. • Lessons are not personalized and differentiated.
<p>Adults embody and foster a school-wide culture supporting human flourishing which:</p> <ul style="list-style-type: none"> • offers developmentally appropriate levels of independence and responsibility. • respects children. • embraces full identities and diverse lived experiences • works towards fairness free from bias. 	<ul style="list-style-type: none"> • All adults interact with children in ways that support developmentally appropriate levels of independence and responsibility. • All adults work towards a greater understanding of racial, cultural, and social identity. • All adults actively work to recognize and address prejudice and implicit bias (for example, through ongoing guided equity work, etc.). 	<ul style="list-style-type: none"> • Most adults set developmentally appropriate expectations for children, supporting independence and responsibility. • Adults interact respectfully with children (e.g., not interrupting, ordering, teasing, contradicting, etc.). • Most adults work towards a greater understanding of racial, cultural, and social identity. • Most adults actively work to recognize and address prejudice and implicit bias (for example, through ongoing guided equity work, etc.). 	<ul style="list-style-type: none"> • Adults sometimes set developmentally inappropriate expectations for children, expecting too little or too much independence and responsibility. • Adults sometimes interact disrespectfully with children (e.g., interrupting, ordering, teasing, contradicting, etc.). • Adults sometimes devalue or do not recognize racial, cultural, and social identity. • Adults rarely consider prejudice or implicit bias, and sometimes act with obvious bias. 	<ul style="list-style-type: none"> • Adult interactions with children are developmentally inappropriate. • Adult interactions with children are often disrespectful (e.g., interrupting, shouting, shaming, blaming, etc.). • Adults actively reject or disparage racial, cultural, or social identities. • Adults reject the idea of prejudice or implicit bias, and/or act with obvious bias.

Domain 2— Montessori Learning Environment

STANDARD	EXEMPLARY IMPLEMENTATION	STRONG IMPLEMENTATION	PARTIAL IMPLEMENTATION	LIMITED IMPLEMENTATION
<p>Program configuration and school policies support:</p> <ul style="list-style-type: none"> enrollment at age three. enrollment regardless of ability to pay. Montessori age groupings: <ul style="list-style-type: none"> 2.5 to 6 (PK3-K) 6-9 (1st-3rd) 9-12 (4th-6th) 12-15 (7th-9th) 15-18 (9th-12th) even distribution of ages within age groups. a pyramid or other enrollment model that accounts for attrition so that classes are composed primarily of children rising through the program. 	<ul style="list-style-type: none"> The school has or is working towards a 0-3 program. All children attend the school free of charge from tuition or other fees. Classrooms are grouped according to Montessori age groupings at all levels. All classrooms have enrollment evenly distributed across three-year age spans. The school provides families with strong community and support to greatly reduce attrition. 	<ul style="list-style-type: none"> The primary point of entry to the program is age three. Any tuition or fees charged are fully supported by a needs-based subsidy. Classrooms are grouped according to Montessori age groupings through age 12. Most (90%) classrooms have enrollment evenly distributed across three-year age spans. Configuration enrolls upper grade classes mostly with children having previous Montessori experience. School configuration sometimes enrolls upper grade classes are sometimes filled with children without previous Montessori experience. The school provides families with some community and support to reduce attrition. 	<ul style="list-style-type: none"> The primary point of entry to the program is PK4 or K. Any tuition or fees charged are partially supported by a needs-based subsidy. Most learning environments reflect Montessori age groupings. Many (75%) classrooms have enrollment evenly distributed across age spans. Configuration requires that upper grade classes are often enrolled with large numbers of children without previous Montessori experience. Some families leave the program because of a lack of community or other support. 	<ul style="list-style-type: none"> The primary point of entry is 1st grade or after. The school charges tuition or fees and does not offer support. Children are grouped in single-grade or two-year classrooms. Few classrooms have even age distribution.. Little consideration is given to community and family support and attrition is high.
<p>Class sizes are large enough to support independence and a wide range of social interaction, while also meeting the demands of the context—typically at least 21 children.</p>	<ul style="list-style-type: none"> All classes are enrolled with enough children to support independence and social interactions. 	<ul style="list-style-type: none"> Most (90%) classes are enrolled with enough children to support independence and social interactions. 	<ul style="list-style-type: none"> Some (75%) classes are enrolled with enough children to support independence and social interactions. 	<ul style="list-style-type: none"> Fewer than 75% of the classes are enrolled with enough children to support independence and social interactions.
<p>Classrooms are staffed with teaching teams that support one-on-one interactions with a teacher, while not compromising children's independence.</p>	<ul style="list-style-type: none"> All classrooms are appropriately staffed. Additional adults do not compromise children's independence. 	<ul style="list-style-type: none"> 90% of classrooms are appropriately staffed. The presence of additional adults rarely compromises children's independence. 	<ul style="list-style-type: none"> 75% of classrooms are appropriately staffed. The presence of additional adults sometimes compromises children's independence. 	<ul style="list-style-type: none"> Fewer than 75% of classrooms are appropriately staffed. The presence of additional adults often compromises children's independence.

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<p>Classrooms provide uninterrupted work periods.</p> <p>Specials and other programmed activities are scheduled so as not to disrupt work periods.</p>	<ul style="list-style-type: none"> All classrooms provide a three-hour uninterrupted morning work period. All classrooms provide daily uninterrupted two-hour afternoon work periods. 	<ul style="list-style-type: none"> All classrooms provide a two-and-a-half to three hour uninterrupted morning work period. All classrooms provide one-and-a-half to two hour uninterrupted afternoon work periods at least three days per week. 	<ul style="list-style-type: none"> All classrooms provide a two hour uninterrupted morning work period. All classrooms provide one to one-and-a-half hour afternoon work periods at least three days per week. The work period is frequently interrupted by regular whole-class activities (e.g., morning circle, silent reading, content blocks, etc.). 	<ul style="list-style-type: none"> Classroom work periods are rigidly divided into time-limited sections (e.g., morning circle, silent reading, content blocks, etc.) Classrooms have limited afternoon work periods that are taken up with specials and other programmed activities.
<p>The learning environment supports a high degree of child-directed choice in all aspects of children's work, including:</p> <ul style="list-style-type: none"> where to work. what to work on. who to work with. for how long. 	<ul style="list-style-type: none"> All areas of the prepared environment are accessible to children, including the outdoor classroom environment (if there is one). Materials and activities are freely accessible, and children choose nearly all aspects of their work. 	<ul style="list-style-type: none"> All areas of the prepared environment are accessible to children, except the outdoor classroom environment. The environment offers a variety of work spaces (e.g., individual and group tables, floor spaces, etc.), and children can choose among them. Materials and activities are freely accessible, and children choose most aspects of their work. 	<ul style="list-style-type: none"> Some areas of the prepared environment are inaccessible to children. Children have assigned seats, but can work at self-chosen spaces for a portion of the work periods. Children have limits on what to work on, where to work, whom to work with, and/or for how long. 	<ul style="list-style-type: none"> Much of the prepared environment is inaccessible to children. Children have assigned seats for the work periods.. Children's activity is directed by adults, with instruction and work following a pacing set by the teacher.
<p>Décor (art, furnishings, objects on shelves, etc.):</p> <ul style="list-style-type: none"> is carefully curated, creating a warm, comfortable, and welcoming environment. emphasizes art, cultural objects, and curated student work, rather than commercial materials. represents cultures in the school and local community, and global cultures more widely. <p>The environment is free of clutter.</p>	<ul style="list-style-type: none"> Décor is carefully curated creating a warm, comfortable and welcoming environment. Décor emphasizes art, cultural objects, and curated student work Décor centers cultures in the school and local community, and global cultures more widely. The environment is free from clutter. 	<ul style="list-style-type: none"> Décor is carefully curated. Decor mostly emphasizes art, cultural objects, and curated student work. Décor centers cultures in the school and local community. There is no persistent clutter in the environment. 	<ul style="list-style-type: none"> Décor is not well curated. Commercial materials are more prevalent than art, cultural materials, and curated student work. Décor represents primarily the dominant culture with token representation of community and global culture. Some areas of the classroom are cluttered or poorly curated (e.g., over-stimulating wall decorations, redundant materials, materials with unclear purpose, lack of order, etc.). 	<ul style="list-style-type: none"> There is minimal décor. Commercial materials predominate classroom décor. Décor represents only the dominant culture. The classroom is generally cluttered, overstimulating, disordered, and/or poorly curated.

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<p>The full complement of level-specific Montessori materials is available for every content area.</p> <p>Materials are:</p> <ul style="list-style-type: none"> • in good repair and ready for children's use. • made of natural substances (e.g., wood, glass, fiber, metal, etc.). • displayed in an orderly and inviting manner. <p>Any additional materials:</p> <ul style="list-style-type: none"> • embody Montessori principles of beauty, order, simplicity, and purpose. • allow for independent exploration. • do not replicate the purposes of Montessori materials. <p>The school has a system in place to ensure equitable access to materials through regular inventory, repair, and replacement.</p>	<ul style="list-style-type: none"> • The full complement of Montessori materials is available in each classroom for every content area. • All materials are in good repair and ready for children's use. • Almost all materials are made of natural substances • Materials are displayed in an orderly and inviting manner. • Additional materials embody Montessori principles, and do not replicate Montessori materials. • The school has a well-funded system in place to ensure equitable access to materials through regular inventory, repair, and replacement. 	<ul style="list-style-type: none"> • The full complement of Montessori materials is available for every content area, with minimal sharing among classrooms for advanced materials. • Almost all materials are in good repair and ready for children's use. • The majority of materials are made of natural substances. • With few exceptions, materials are displayed in an orderly and inviting manner. • Additional materials embody Montessori principles and rarely replicate Montessori materials. • The school has a system in place to ensure equitable access to materials through regular inventory, repair, and replacement. 	<ul style="list-style-type: none"> • There is less than a full complement of Montessori materials available in every classroom. • Most materials are in good repair and ready for children's use. • Many materials are not made of natural substances. • Many materials are not displayed in an orderly and inviting manner. • Additional materials do not consistently embody Montessori principles, and/or they replicate Montessori materials. • The school has an informal process in place to inventory, repair, and replace materials. 	<ul style="list-style-type: none"> • Few Montessori materials are present. • Materials are haphazardly organized and not ready for children's use. • Most materials are not made of natural substances, but rather there is a preponderance of unbreakable or plastic materials. • Materials are not displayed in an orderly and inviting manner. • Additional materials do not embody Montessori principles. • The school has no system to inventory, repair, and replace materials.
<p>The learning environment offers ongoing access to authentic, child-sized, tools (e.g., brooms, rakes, knives, hammers, combs, etc.) for real-world culturally relevant Practical Life activities.</p> <p>For meals and snacks, children:</p> <ul style="list-style-type: none"> • participate appropriately in preparation. • use real, non-disposable utensils and dishes. • stay in the classroom for meals. • practice culturally relevant meal-time behavior. 	<ul style="list-style-type: none"> • Children consistently have opportunities to clean and maintain the classroom and outdoor environment as a regular part of their daily activities. • A wide variety of appropriate tools are readily available. • Children have opportunities to care for plants and animals, and plant and animal care is incorporated into academic work. • Children independently prepare, consume, and clean up meals and snacks in the classroom as part of daily routines. • Children use exclusively non-disposable (e.g., glass, ceramic, metal, etc.) utensils and dishes in the classroom for snack and lunch. 	<ul style="list-style-type: none"> • Children have some opportunities to clean and maintain the classroom and outdoor environment. • A variety of appropriate tools are readily available. • Children have opportunities to care for plants and animals. • Children prepare, consume, and clean up meals and snacks in the classroom with adult support. • Children mostly use non-disposable (e.g., glass, ceramic, metal, etc.) utensils and dishes in the classroom for snack and lunch. 	<ul style="list-style-type: none"> • Children have some opportunities to clean and maintain the classroom and outdoor environment, but such duties are mostly handled by adults. • Appropriate tools are very limited. • Children have limited opportunities to care for plants and animals. • Meals and snacks are prepared by adults, and children help with cleaning up their snack or lunch and/or leave the classroom for lunch. • Children eat with disposable utensils and dishes. 	<ul style="list-style-type: none"> • Care for the classroom is handled by adults. • Appropriate tools are not available. • Children have no opportunities to care for plants and animals. • Meals and snacks are prepared and cleaned up by adults.

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<p>Children have opportunities to use an outdoor play environment that includes:</p> <ul style="list-style-type: none"> • developmentally appropriate play structures. • a large open space. • access to nature and natural materials. • real tools and materials. <p>The environment is:</p> <ul style="list-style-type: none"> • inviting and in good repair. • prepared according to Montessori principles of order, freedom within limits, and choice. 	<ul style="list-style-type: none"> • Outdoor play environments are beautiful, inviting, and in excellent repair. • Environments are prepared according to Montessori principles. • Children have daily opportunities to use an outdoor play environment, and can choose it independently. • Environments have all four of this standard's elements. 	<ul style="list-style-type: none"> • Outdoor play environments are inviting and in good repair. • Environments are mostly prepared according to Montessori principles. • Children have daily opportunities to use an outdoor environment. • Environments have three out of four of this standard's elements. 	<ul style="list-style-type: none"> • Outdoor play environments are functional, but not consistently in good repair • Environments do not offer appropriate freedom and choice. • Children have three or four opportunities per week to use an outdoor environment. • Environments have two out of four of this standard's elements. 	<ul style="list-style-type: none"> • Outdoor play environments are not visually appealing and in poor repair, or there are no such environments. • Outdoor environments offer little or no freedom or choice. • Children have one or two opportunities per week to use an outdoor environment. • Environments have one or none of this standard's elements.
<p>Movement, music, art and/or additional languages are integrated as part of the Montessori curriculum.</p> <p>Children can exercise choice on when and what to participate in.</p> <p>When specialty programs such as music, art, physical education, and/or additional languages are required, they do not interrupt extended classroom work periods.</p>	<ul style="list-style-type: none"> • In Primary classrooms, movement, music, art and/or additional languages are delivered by classroom teachers as part of the Montessori curriculum. • Montessori teachers and specialists have designated time for collaboration to support each other's work. • Children can choose movement, music, art and/or additional language activities independently, including the Montessori Bells and Tone Bars. 	<ul style="list-style-type: none"> • Movement, music, art and/or additional languages are delivered as part of the Montessori curriculum. • Montessori teachers and specialists collaborate to support each other's work. • Children can choose movement, music, art and/or additional language activities independently. • If specialty programs are offered as separate classes, they do not interrupt extended work periods. 	<ul style="list-style-type: none"> • Movement, music, art and/or additional languages are occasionally delivered as part of the Montessori curriculum. • Montessori teachers and specialists occasionally collaborate to support each other's work. • Children can occasionally choose movement, music, art and/or additional language activities independently. • Specialty programs occasionally interrupt extended work periods. 	<ul style="list-style-type: none"> • Movement, music, art and/or additional languages are not delivered as part of the Montessori curriculum. • Montessori teachers and specialists do not collaborate to support each other's work. • Children can not choose movement, music, art and/or additional language activities independently. • Specialty programs frequently interrupt extended work periods.

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<p>All children are included in the classroom learning environment.</p> <p>Support services take place in the classroom (to the extent allowed by regulations).</p> <p>Resource staff (e.g., special education teachers, interventionists, etc.) work collaboratively with Montessori teachers.</p> <p>Montessori teachers provide core instruction, while incorporating resource staff input.</p> <p>When services are delivered outside the classroom, the learning environment and approach reflect Montessori principles.</p>	<ul style="list-style-type: none"> Resource staff are Montessori trained and support children in the classroom by joining lesson groups and whole class activities (unless alternative provisions are required by, for example, an IEP). Resource staff work collaboratively with Montessori teachers, and have dedicated time to discuss observations and planning. Montessori teachers are trained in Special Education and provide core instruction, incorporating appropriate accommodations, interventions, or modifications. 	<ul style="list-style-type: none"> Resource staff support children in the classroom by joining lesson groups and whole class activities (unless alternative provisions are required by, for example, an IEP). Resource staff work collaboratively with Montessori teachers, meeting regularly to discuss observations and planning. Montessori teachers provide core instruction, incorporating appropriate accommodations, interventions, or modifications. When services are delivered outside the classroom, the learning environment and approach reflect Montessori principles. 	<ul style="list-style-type: none"> Resource staff support children both in and out of the classroom (unless alternative provisions are required by, for example, an IEP). Resource staff work collaboratively with Montessori teachers, but have limited time to meet. Montessori teachers provide some core Montessori instruction, but rely heavily on service providers' instruction for core content delivery. When services are delivered outside the classroom, the learning environment and approach reflect some Montessori principles. 	<ul style="list-style-type: none"> Resource staff support children primarily out of the classroom.. Resource staff and Montessori teachers do not communicate to work collaboratively. Montessori teachers leave core instruction to resource staff. When services are delivered outside the classroom, the learning environment and approach do not reflect Montessori principles.
<p>Multilingual children are included in the Montessori classroom.</p> <p>Montessori teachers are knowledgeable in supporting multilingual learners, and guide children appropriately in collaboration with a language specialist.</p>	<ul style="list-style-type: none"> Montessori teachers are certified and supported to serve multilingual children. English language teachers are Montessori trained. English language teachers have dedicated time to co-plan with the Montessori teachers to share language goals, strategies, lesson extensions, and accommodations for multilingual children. 	<ul style="list-style-type: none"> Montessori teachers are prepared and supported to serve multilingual students. English language teachers are Montessori oriented. English language teachers support children in the classroom to meet language and content goals in context through use of Montessori and tailored teacher-made materials. English language teachers co-plan with the Montessori teachers to share language goals, strategies, lesson extensions, and accommodations for multilingual children. When English language instruction is delivered outside the classroom, the learning environment and approach reflect Montessori principles. 	<ul style="list-style-type: none"> Montessori teachers are minimally prepared and supported to serve multilingual children. English language teachers are not Montessori oriented. English language teachers rarely support children in the classroom through use of Montessori and tailored teacher-made materials. English language teachers rarely co-plan with the Montessori teachers to share language goals, strategies, lesson extensions, and accommodations for multilingual children. English language instruction is frequently delivered outside the classroom, and the learning environment and approach reflects some Montessori principles. 	<ul style="list-style-type: none"> Montessori teachers are unprepared and unsupported to serve multilingual children. There are no dedicated English language teachers. English language teachers do not incorporate the classroom curriculum. English language teachers and Montessori classroom teachers operate separately. English language instruction is exclusively delivered outside the classroom, in a learning environment and approach that does not reflect Montessori principles.

Domain 3— Family Partnership

STANDARD	EXEMPLARY IMPLEMENTATION	STRONG IMPLEMENTATION	PARTIAL IMPLEMENTATION	LIMITED IMPLEMENTATION
The school fosters and sustains authentic partnerships that support children and families, build inclusive community, and encourage mutual investment.	<ul style="list-style-type: none"> The school proactively gathers perspectives of less vocal families, and does not allow a minority of families to have undue influence. The school has a full-time staff member dedicated to family engagement and partnership. The school regularly solicits feedback from families on the effectiveness and inclusivity of its partnership work, and acts in partnership with the community on this feedback. The school proactively seeks to discover and address families' needs (e.g. education, nutrition, housing, wellness, etc.). 	<ul style="list-style-type: none"> The school regularly gathers and includes families and their perspectives in its support of children's development and education. The school does not allow a minority of families to have undue influence. The school, in partnership with families, hosts and supports social gatherings (e.g., school picnics, holiday celebrations, etc.) where all families feel authentically represented and included. The school has a staff member whose primary responsibility is family engagement and partnership. The school periodically solicits feedback from families on the effectiveness and inclusivity of its partnership work, and acts on this feedback. The school is responsive to families' needs (e.g. education, nutrition, housing, wellness, etc.). 	<ul style="list-style-type: none"> The school gathers family perspectives annually and makes some use of them. The school sometimes allows a minority of families to have undue influence. Social gatherings are mostly school-planned, exclusive, and/or infrequent or poorly attended. The school has a staff member with ancillary responsibility for family engagement and partnership. The school infrequently seeks feedback from families on the effectiveness and inclusivity of its partnership work, and/or makes little use of the information gathered. The school is somewhat responsive to families' needs (e.g. education, nutrition, housing, wellness, etc.). 	<ul style="list-style-type: none"> The school does not consider families' perspectives. The school allows a minority of families to have undue influence. Social gatherings are school-planned, exclusive, and/or non-existent. No particular staff member is responsible for family engagement and partnership. The school does not seek feedback from families on the effectiveness and inclusivity of its partnership work. The school does not address families' needs (e.g. education, nutrition, housing, wellness, etc.).
The school communicates with families clearly, regularly, and frequently, via multiple channels (e.g., current school website, school newsletter, social media, etc.).	<ul style="list-style-type: none"> The school communicates through multiple channels on a regular schedule, and monitors and analyzes its reception. Classroom communications are regular, coordinated, polished, and professional. The Family Handbook is a well-used resource for families. 	<ul style="list-style-type: none"> The school communicates through multiple channels on a regular schedule. All classrooms offer regular communication (e.g., newsletters, webpages, family folders, etc.). A well-developed Family Handbook, updated annually and distributed at the start of the school year, communicates school mission and culture, procedures, and mutual expectations in clear, accessible language. Communication covers administrative, social, and educational matters. 	<ul style="list-style-type: none"> The school communicates through a single channel on an as-needed basis. Classroom communication takes place irregularly, and/or varies greatly across levels and/or classrooms. There is a Family Handbook that focuses mainly on procedure and improvements could be made in content, clarity, tone, and/or accessibility. Communication focuses primarily on administrative matters, and also addresses some social and educational topics. 	<ul style="list-style-type: none"> There is minimal communication from the school. There is little or no classroom communication. There is no current Family Handbook. Communication is mostly about administrative matters.

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<p>School communication supports multiple languages and levels of literacy, and varying access to technology (e.g., cell phones, computers, etc.).</p>	<ul style="list-style-type: none"> Documents, protocols, meetings, etc., are translated/ interpreted based on information gathered from families. The school uses multiple modes of communication, based on information gathered from families. 	<ul style="list-style-type: none"> Documents, protocols, meetings, etc., are translated/interpreted as needed. The school uses multiple media to provide all families access to all communications. 	<ul style="list-style-type: none"> Documents, protocols, meetings, etc., are translated/interpreted into some but not all home languages. The school uses media that may not reach all families. 	<ul style="list-style-type: none"> School communication is in the dominant language only. The school uses media that are not accessible to a significant portion of the school community.
<p>The school communicates, educates, and engages with families about Montessori pedagogy and school-home relationships and expectations during recruitment, enrollment, and throughout a family's time with the school.</p>	<ul style="list-style-type: none"> Recruitment and enrollment feature multiple accessible opportunities for families to learn about Montessori and the school. A family orientation process offers multiple opportunities to build partnership (e.g., family open houses, orientation evenings, and networking with experienced families, etc.) well in advance of the start of school. There are multiple regularly scheduled ways for enrolled families to learn about Montessori principles and curriculum. Families observe in their child's and other classrooms, using a school-provided protocol. Families have opportunities to debrief with staff. 	<ul style="list-style-type: none"> Recruitment and enrollment include opportunities for families to learn about Montessori and the school. A robust and well-attended orientation brings families into partnership with the school. There are ongoing opportunities at each level for enrolled families to learn about Montessori principles and curriculum. Special attention is paid to orienting families who enter after the primary point of entry. Families can observe in their child's and other classrooms, and have opportunities to debrief with staff. 	<ul style="list-style-type: none"> Recruitment and enrollment offer limited opportunities for families to learn about Montessori and the school. Family orientation is limited and is poorly attended. There are limited opportunities for enrolled families to learn more about Montessori principles and curriculum. Some attention is paid to orienting families who enter after the primary point of entry. Families have limited observation opportunities, or they are used infrequently, and the school does not offer discussion or context following observations. 	<ul style="list-style-type: none"> Recruitment and enrollment offer no opportunities for families to learn about Montessori and the school. There is little or no family orientation. The school does not offer information to enrolled families about Montessori principles and curriculum. No attention is paid to orienting families who enter after the primary point of entry. Families have no observation opportunities.
<p>The school has a community association such as a school-home association (e.g. PTO, PTA, etc.) that:</p> <ul style="list-style-type: none"> represents community demographics. has clear roles and responsibilities. gives families authentic opportunities to contribute. 	<ul style="list-style-type: none"> There is a robust community association which offers multiple authentic and meaningful opportunities for family engagement that supports the school's mission. The community association represents the demographics of the school community, and is accessible (e.g., in meeting times and locations, etc.) to all families. The community association has well-articulated roles, responsibilities, and boundaries, and a process for maintaining them. Meeting schedules, minutes, and actions are widely shared and readily available. 	<ul style="list-style-type: none"> There is an active community association which offers authentic and meaningful opportunities for family engagement that supports the school's mission. The community association represents the demographics of the school community, and is accessible to all families. The community association has well-articulated roles, responsibilities, and boundaries. Meeting schedules, and actions of the community association are widely shared. 	<ul style="list-style-type: none"> The community association offers limited opportunities for family engagement. The community association does not represent the demographics of the school, and is inaccessible to a significant number of families. The community association lacks clear roles, responsibilities, and boundaries. Meeting schedules and actions of the community association are not well shared. 	<ul style="list-style-type: none"> There is no community association.

Domain 4— Leadership and Organizational Development

STANDARD	EXEMPLARY IMPLEMENTATION	STRONG IMPLEMENTATION	PARTIAL IMPLEMENTATION	LIMITED IMPLEMENTATION
<p>The school has vision and mission statements, and aligned strategic and improvement plans, that are:</p> <ul style="list-style-type: none"> grounded in Montessori practice, equity, and sustainability. actively referenced. used for regular cycles of reflection and self-review. 	<ul style="list-style-type: none"> The school has vision and mission statements, and aligned strategic and improvement plans that are regularly referenced. Vision, mission, strategy, and improvement plans are understood by the full school community and evident in daily operations and communications. The school engages in regular reflection and self-review of its programming and practices throughout the year. 	<ul style="list-style-type: none"> The school has vision and mission statements, and aligned strategic and improvement plans. Vision, mission, strategy, and improvement plans are grounded in Montessori practices, equity, and sustainability. Vision, mission, strategy, and improvement plans are generally understood by the staff community and evident in daily operations. The school engages in annual reflection and self-review of its programming and practices. 	<ul style="list-style-type: none"> The school has minimal or incomplete vision, mission, strategy, and improvement plans. Vision, mission, strategy, and improvement plans are lightly grounded in Montessori practices, equity, and sustainability. The staff community has minimal awareness of vision, mission, strategy, and improvement plans. The school engages in reflection and self-review of its programming and practices every two to three years. 	<ul style="list-style-type: none"> The school does not have vision, mission, strategy, and improvement plans. The school does not engage in reflection and self-review.
<p>Leadership fosters a school-wide culture of human flourishing based on principles of respect, freedom, and responsibility.</p> <p>The culture values racial, cultural, and social identity and works towards fairness free from bias.</p>	<ul style="list-style-type: none"> Leadership actively builds a culture based on principles of respect, freedom, and responsibility. Leadership actively fosters a culture where all adults feel seen, heard, respected, and valued. Leadership acts on and communicates the importance of racial, cultural, and social identity, as well as fairness free from bias and builds capacity in others to do the same. 	<ul style="list-style-type: none"> Leadership consistently articulates and models principles of respect, freedom, and responsibility. All adults feel seen, heard, respected, and valued. Leadership acts on and communicates the importance of racial, cultural, and social identity, as well as fairness free from bias. 	<ul style="list-style-type: none"> Leadership either articulates or models principles of respect, freedom, and responsibility, but not both. Most adults feel seen, heard, respected and valued most of the time. Leadership only sometimes acts on and communicates the importance of racial, cultural, and social identity, as well as fairness free from bias. 	<ul style="list-style-type: none"> Leadership neither articulates nor models principles of respect, freedom, and responsibility. Some or few adults feel seen, heard, respected and valued. Leadership rarely acts on and communicates the importance of racial, cultural, and social identity, as well as fairness free from bias.
<p>The school builds staff capacity by:</p> <ul style="list-style-type: none"> providing ongoing professional development for all staff to support Montessori practice, equity, and inclusion. evaluating staff with a growth-oriented protocol that supports equitable, inclusive, fully implemented Montessori practice. 	<ul style="list-style-type: none"> All staff take part in whole-school and role-specific Montessori professional development aligned to school strategy. All staff take part in ongoing and substantial professional development supporting equity and inclusion. Staff evaluation is formative and ongoing. 	<ul style="list-style-type: none"> All staff take part in whole-school and/or role-specific Montessori professional development aligned to school strategy. All staff take part in substantial professional development supporting equity and inclusion. Staff evaluation happens at least twice a year. Staff evaluation is growth-oriented and centers equitable, inclusive, fully implemented Montessori practice. 	<ul style="list-style-type: none"> Only lead teachers take part in role-specific Montessori professional development. Lead teachers take part in professional development related to inclusivity and fairness free from bias. Staff evaluation happens annually. Staff evaluation is not growth-oriented and minimally assesses equitable, inclusive, and/or fully implemented Montessori practice. 	<ul style="list-style-type: none"> Staff participation in professional development is inconsistent and not necessarily aligned to school strategy. Professional development related to equity and inclusion is inconsistent or not provided. Staff evaluation takes place infrequently. Staff evaluation is not growth-oriented and does not assess equitable, inclusive, and/or fully implemented Montessori practice.

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STANDARD	EXEMPLARY IMPLEMENTATION	STRONG IMPLEMENTATION	PARTIAL IMPLEMENTATION	LIMITED IMPLEMENTATION
<p>The school maintains connections to the larger Montessori community, by, for example:</p> <ul style="list-style-type: none"> • subscribing to publications and communications lists. • representation at Montessori conferences. • working with outside Montessori advisors or consultants. 	<ul style="list-style-type: none"> • The school receives communications from more than one national Montessori organization, engages with them, and shares them widely. • The school has strong regular attendance at national or regional Montessori conferences. • The school consults regularly with outside Montessori advisors. 	<ul style="list-style-type: none"> • The school receives communications from a national Montessori organization, engages with them, and shares them. • Some staff attend national or regional Montessori conferences. • The school receives occasional support from outside Montessori advisors. 	<ul style="list-style-type: none"> • The school receives communications from a national organization but does not engage with them or share them widely. • Staff members attend national or regional Montessori conferences only sporadically. • The school rarely consults with outside Montessori advisors. 	<ul style="list-style-type: none"> • The school is not connected to any Montessori organization. • The school is not represented at Montessori conferences. • The school does not engage in external Montessori support.
<p>The school has a proactive approach to its teacher pipeline—attracting, training, and retaining staff representative of the school community.</p>	<ul style="list-style-type: none"> • The school maintains a relationship with at least one AMI, AMS, or MACTE- accredited training organization in order to mitigate attrition and support potential expansion. • The school employs more than one Montessori- credentialed staff member “in reserve” to fill open lead teacher positions. • The school pays for non-credentialed staff to attend Montessori training, and supports them financially through the process. • School staff represents the ethnic, linguistic and racial make-up of the school community across support, teaching, and administrative positions. 	<ul style="list-style-type: none"> • The school is aware of and can successfully access potential sources for credentialed Montessori teachers. • The school has one Montessori-credentialed staff person “in reserve” to fill open positions. • The school pays for non-credentialed staff to attend Montessori training. • School staff mostly represents the ethnic, linguistic and racial make-up of the school community across support, teaching, and administrative positions. 	<ul style="list-style-type: none"> • The school is not aware of or lacks access to sources for credentialed Montessori teachers. • The school does not have Montessori credentialed staff “in reserve” to fill open positions. • The school partially subsidizes non-credentialed staff to attend Montessori training. • There is some representation of the ethnic, linguistic and racial make-up of the school community, or such representation may not be shared equally across support, teaching, and administrative positions. 	<ul style="list-style-type: none"> • The school has neither plan nor resources for sourcing and hiring Montessori trained teachers • The school does not pay for non-credentialed staff to attend Montessori training. • School staff does not represent the ethnic, linguistic and racial make-up of the school community.
<p>The school implements Montessori pedagogy and scope and sequence that:</p> <ul style="list-style-type: none"> • uses a schoolwide Montessori curriculum map. • is aligned with required state standards. 	<ul style="list-style-type: none"> • New teachers are oriented to a school-wide Montessori curriculum map that all teachers use. • The curriculum map addresses, but is not limited by, state standards. 	<ul style="list-style-type: none"> • The school implements Montessori pedagogy and scope and sequence in all content areas. • Teachers use a school-wide Montessori curriculum map. • The curriculum map addresses required state standards across all content areas and levels. 	<ul style="list-style-type: none"> • The school implements Montessori pedagogy and scope and sequence in most content areas. • Some teachers use a school-wide Montessori curriculum map. • The curriculum map addresses required state standards in only some content areas or levels. 	<ul style="list-style-type: none"> • The school implements Montessori pedagogy and scope and sequence in few or no content areas. • There is no school-wide Montessori curriculum map, or few teachers use it. • There is no schoolwide curriculum map.
<p>The school helps all stakeholders to build understanding of the Montessori approach, its purpose, its wide-scope outcomes, and how it meets public education expectations.</p>	<ul style="list-style-type: none"> • The school helps staff, families, district staff, and other stakeholders to understand the Montessori approach, its purpose, its wide-scope outcomes, and how it meets public education expectations. 	<ul style="list-style-type: none"> • The school helps staff, families, and district staff understand the Montessori approach, its purpose, its wide-scope outcomes, and how it meets public education expectations. 	<ul style="list-style-type: none"> • The school offers minimal help to stakeholders to understand the Montessori approach, its purpose, its wide-scope outcomes, and how it meets public education expectations. 	<ul style="list-style-type: none"> • The school does not help stakeholders to understand the Montessori approach.

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STANDARD	EXEMPLARY IMPLEMENTATION	STRONG IMPLEMENTATION	PARTIAL IMPLEMENTATION	LIMITED IMPLEMENTATION
The school leader has accredited Montessori training, or has been formally oriented to the fundamentals of Montessori.	<ul style="list-style-type: none"> The school leader has accredited Montessori credentials. 	<ul style="list-style-type: none"> The school leader has taken a course orienting them to the fundamentals of Montessori. 	<ul style="list-style-type: none"> The school leader has not taken a course orienting them to the fundamentals of Montessori. 	<ul style="list-style-type: none"> The school leader has not been oriented to the fundamentals of Montessori, and has little awareness or recognition of the approach.
The school has a sufficient number of Montessori coaches with accredited Montessori credentials, and training specific to Montessori coaching.	<ul style="list-style-type: none"> The school employs a sufficient number of Montessori coaches credentialed at the level at which they are coaching and trained in Montessori coaching. 	<ul style="list-style-type: none"> The school employs a sufficient number of Montessori coaches, credentialed in Montessori and trained in Montessori coaching. 	<ul style="list-style-type: none"> The school employs coaches who are Montessori credentialed, but not a sufficient number. 	<ul style="list-style-type: none"> The school does not employ a Montessori credentialed coach.
<p>Montessori coach(es):</p> <ul style="list-style-type: none"> collaborate with school leadership. observe in classrooms regularly. meet with staff to support reflective practice and continuous improvement. 	<ul style="list-style-type: none"> Montessori coach(es) regularly collaborate with school leadership to build and support Montessori practice and school culture. Montessori coach(es) frequently observe in classrooms, meet with teachers, and provide support to teaching teams and do not have additional responsibilities. Montessori coach(es) work from an asset-based orientation, supporting reflective practice and continuous improvement, focused both on the classroom and on a school-wide community that fosters human flourishing. 	<ul style="list-style-type: none"> Montessori coach(es) collaborate with school leadership to build and support Montessori practice and school culture. Montessori coach(es) regularly observe in classrooms, meet with teachers, and provide support to teaching teams, with minimal additional responsibilities. Montessori coach(es) work from an asset-based orientation, supporting reflective practice and continuous improvement, focused at the classroom level. 	<ul style="list-style-type: none"> Montessori coach(es) only occasionally meet to collaborate with school leadership. Montessori coach(es) observe infrequently in classrooms, meet occasionally with teachers, and spend much of their time on additional responsibilities. Montessori coach(es) work sometimes, but not always, from an asset-based and reflective practice orientation. 	<ul style="list-style-type: none"> Montessori coach(es) work independently from school leadership. Observation and pedagogical support is provided intermittently or not at all. Classroom coaching is exclusively directive, driven by the school's appraisal protocol and external metrics.

Domain 5—Assessment

STANDARD	EXEMPLARY IMPLEMENTATION	STRONG IMPLEMENTATION	PARTIAL IMPLEMENTATION	LIMITED IMPLEMENTATION
Assessment in the school is an intentional, coordinated system of data collection and reflective practice.	<ul style="list-style-type: none"> The school's assessment system is intentional, and coordinated, using multiple, integrated measures aligned with developmental outcomes. The assessment process includes opportunities for reflection at all stages: data collection, analysis, and action based on what has been learned. 	<ul style="list-style-type: none"> The school's assessment system is intentional, and coordinated, and uses some measures aligned with developmental outcomes. The assessment process includes some opportunities for reflection. 	<ul style="list-style-type: none"> The school's assessment system is poorly coordinated, and uses few or no measures aligned with developmental outcomes. The assessment process includes few opportunities for reflection. 	<ul style="list-style-type: none"> The school's assessment system is poorly coordinated, and not aligned with developmental outcomes. The assessment process includes no opportunities for reflection.
The assessment system evaluates school culture, the physical environment, and adult behavior for their effects on children's development and flourishing.	<ul style="list-style-type: none"> The school continually assesses school culture and its effect on children's development. The school continually assesses adult behavior for its effect on children's development. 	<ul style="list-style-type: none"> The school assesses school culture for its effect on children's development at least twice a year. The school assesses the full physical environment (classrooms, shared common spaces, outdoor areas, etc.), for its effect on children's development. The school assesses adult behavior for its effect on children's development at least twice a year. 	<ul style="list-style-type: none"> The school assesses school culture for its effect on children's development once a year. The school focuses on classrooms in assessing the physical environment. The school assesses teacher behavior for its effect on children's development, but other adults' contributions are not measured. 	<ul style="list-style-type: none"> The school does not assess school culture for its effect on children's development. The school does not assess the physical environment. The school does not assess adults' behavior for its effect on children's development.
Assessment of children considers development across multiple domains, including: <ul style="list-style-type: none"> general well-being executive function social-emotional academic using a balance of tools, including <ul style="list-style-type: none"> family input observation work samples additional formative measures of growth 		<ul style="list-style-type: none"> Assessment measures development across all four domains. Assessment uses a balance of tools. 	<ul style="list-style-type: none"> Assessment measures development across two of four domains. Assessment uses a limited array of tools. 	<ul style="list-style-type: none"> Assessment measures academic achievement only. Assessment uses just one tool.

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STANDARD	EXEMPLARY IMPLEMENTATION	STRONG IMPLEMENTATION	PARTIAL IMPLEMENTATION	LIMITED IMPLEMENTATION
Observation, record-keeping, and reflection drive classroom practice.	<ul style="list-style-type: none"> Teachers formally observe their classrooms for more than 30 minutes/week. Teachers use a coordinated school-wide system to record observations and children's work each day. Classroom adults have more than 60 minutes of scheduled time together each week to discuss observations and planning. 	<ul style="list-style-type: none"> Teachers formally observe their classrooms for 30 minutes/week. Teachers record observations and children's work each day. Classroom adults have 60 minutes of scheduled time together each week to discuss observations and planning. Observation, record-keeping, and reflection drive lesson planning and classroom practice. 	<ul style="list-style-type: none"> Teachers formally observe their classrooms for less than 30 minutes/week. Teachers record observations and children's work weekly. Classroom adults limited or inconsistent scheduled time together each week to discuss observations and planning. Observation, record-keeping, and reflection drives some lesson planning and classroom practice. 	<ul style="list-style-type: none"> Teachers only informally observe their classrooms. Teachers record observations and children's work less than weekly. Classroom adults do not have scheduled time together to discuss observations and planning. Observation, record-keeping, and reflection do not drive some lesson planning and classroom practice.
<p>If standardized assessments (e.g., benchmark, formative, summative) are used,</p> <ul style="list-style-type: none"> children are prepared for practical aspects. assessments are given in familiar settings. assessments disrupt the Montessori experience as little as possible. 	<ul style="list-style-type: none"> Practical life work for test preparation is available throughout the year. Children take tests in familiar environments. 	<ul style="list-style-type: none"> Children sufficiently prepare for the practical aspects of standardized tests (e.g., technology, test-taking conditions, strategies, etc.) through practical life work choices. Children take tests away from their classrooms but in settings made comfortable and familiar. Children's Montessori experience is not substantially disrupted by testing. 	<ul style="list-style-type: none"> Children have limited preparation for the practical aspects of standardized tests. Children take tests away from their classroom with minimal preparation of the environment. Test-taking causes substantial disruption of the Montessori experience. 	<ul style="list-style-type: none"> Children have no preparation for the practical aspects of standardized tests. Children take tests away from their classrooms with no special preparation of the environment. Testing causes substantial disruption of the Montessori experience, both in test preparation and in test-taking.
<p>Beginning in elementary, children are increasingly involved in recording their work, reflecting on and planning their learning.</p> <p>Children take increasing responsibility for discussing their development in family conferences.</p>	<ul style="list-style-type: none"> Children's daily record-keeping includes annotation and other reflection. Children take increasing ownership of their collaboration with adults. Adults provide explicit preparation to help children lead family-teacher conferences. 	<ul style="list-style-type: none"> Children keep a daily record of their work Children regularly confer and collaborate with adults, using their work record to reflect on growth and plan their learning. Children take on increasing responsibility for leading family-teacher conferences. 	<ul style="list-style-type: none"> Children inconsistently keep a record of their work. Children use personalized teacher-created work plans to drive their work choices. Children take on minimal responsibility for leading family-teacher conferences. 	<ul style="list-style-type: none"> Children do not record their work. Work choices are driven by teacher-created grade-level or group work plans. Children are not involved in family-teacher conferences.

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STANDARD	EXEMPLARY IMPLEMENTATION	STRONG IMPLEMENTATION	PARTIAL IMPLEMENTATION	LIMITED IMPLEMENTATION
<p>If standardized summative assessments are used,</p> <ul style="list-style-type: none"> the data collected is not the sole measure of a child’s development. communication with families contextualizes the data. 	<ul style="list-style-type: none"> Formative assessment data informs instruction and intervention. 	<ul style="list-style-type: none"> Standardized summative assessment data is used cautiously, in concert with formative assessment data, to inform instruction and intervention. Communication with children and families puts test data in context with other assessment measures and prioritizes formative assessment data. 	<ul style="list-style-type: none"> Standardized summative assessment data is used on par with formative assessment data to inform instruction and intervention. Communication with children and families puts other assessment measures on par with standardized summative measures. 	<ul style="list-style-type: none"> Standardized test data is privileged over formative assessment to inform instruction and intervention. Communication with children and families prioritizes standardized summative measures.
<p>The school communicates with families about children’s holistic development in conferences and written reports.</p>	<ul style="list-style-type: none"> The school offers family conferences (including children as appropriate) and progress reports at least three times a year. 	<ul style="list-style-type: none"> The school offers family conferences (including children as appropriate) and progress reports twice a year. Conferences and reports include information about children’s holistic development. 	<ul style="list-style-type: none"> The school offers one annual family conference in addition to written progress reports. Conferences and reports focus primarily on academics. 	<ul style="list-style-type: none"> The school shares written progress reports and does not offer conferences. Written reports focus only on academics.