Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Montessori House, Inc.
School Name: Montessori House Charter Elementary School
Site Visit Date: April 2, 2015

Required for: Renewal
Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome
[C.1] Individual Child Record Weekly Class Record Chronological Teacher Work Record Child's Work Journal Purchased Montessori Curriculum Why AMI Montessori GJM: Atlanta AMI-EAA Refresher Course (2015) AMIusa.org/common-core-state-standards-initiative Association Montessori International - Elementary Alumni Association (AMIEAA) North American Montessori Teacher's Association (NAMTA)	**Charter holder indicated the intended purpose of the document was to demonstrate:** the process for evaluating curriculum and how the Charter Holder evaluates how effectively the curriculum enables students to meet the standards. **The documents provided demonstrate evidence of the following:** • Montessori materials are evaluated and revised by the Montessori AMI pedagogical committee. Updates and revisions are created by the pedagogical committee and presented by Montessori AMI trainers to Montessori certified teachers and staff at annual conferences. • AMI website provides a brief description stating that Montessori materials have been adapted to Common Core standards and are undergoing review. This demonstrates that curriculum revision is occurring at a national level for Montessori schools. **The documents provided demonstrate evidence of the described processes because:** The AMI documents discuss revisions to curriculum that National Center for Montessori in Public Sector (NCMPS) is providing as well as foundational support in the form of conceptual design, resource development, and strategic planning.
[C.2] Individual Child's Record Montessori Materials Chronological Teacher Work Record Weekly Class Record Student's Work Journal Association Montessori International - Elementary Alumni Association (AMIEAA)	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder identifies gaps in the curriculum. **The documents provided demonstrate evidence of the following:** • Montessori materials are evaluated and revised by the Montessori AMI pedagogical committee. Updates and revisions are created by the pedagogical committee and presented by Montessori AMI trainers to Montessori certified teachers and staff at annual conferences. • AMI website provides a brief description stating that Montessori materials have been adapted to Common Core standards and are undergoing review. This demonstrates that curriculum revision is occurring at a national level

North American Montessori Teacher's Association (NAMTA) GJM: Atlanta AMI-EAA Refresher Course (2015) AMIusa.org/common-core-state-standards-initiative	for Montessori schools. **The documents provided demonstrate evidence of the described processes because:** The AMI documents discuss revisions to curriculum that National Center for Montessori in Public Sector (NCMPS) is providing as well as foundational support in the form of conceptual design, resource development, and strategic planning.
[C.3] Association Montessori International montessori@amiusa.org AMI Teacher Training Certificates Teacher's Montessori Albums AMI Standards Association Montessori International - Elementary Alumni Association (AMIEAA) North American Montessori Teacher's Association (NAMTA)	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process for adopting or revising curriculum based on its evaluation processes. **The documents provided demonstrate evidence of the following:** • The staff are members of AMI and have adopted the Montessori AMI curriculum. • Montessori materials are evaluated and revised by the Montessori AMI pedagogical committee. Updates and revisions are created by the pedagogical committee and presented by Montessori AMI trainers to Montessori certified teachers and staff at annual conferences. **The documents provided demonstrate evidence of the described processes because:** The AMI documents discuss revisions to curriculum that National Center for Montessori in Public Sector (NCMPS) is providing as well as foundational support in the form of conceptual design, resource development, and strategic planning.
[C.4] Association Montessori International montessori@amiusa.org AMI Teacher Training Certificates Teacher's Montessori Albums Teacher's Chronological Work Record Association Montessori International - Elementary Alumni Association (AMIEAA) North American Montessori Teacher's Association (NAMTA)	**Charter holder indicated the intended purpose of the document was to demonstrate:** who is involved in the process for adopting or revising curriculum. **The documents provided demonstrate evidence of the following:** • NCMPS and AMI revise curriculum resources used by the school. **The documents provided demonstrate evidence of the described processes because:** The AMI documents discuss revisions to curriculum that National Center for Montessori in Public Sector (NCMPS) is providing as well as foundational support in the form of conceptual design, resource development, and strategic planning.

[C.5] Association Montessori International montessori@amiusa.org Montessori materials 'Going Out' Notebook Teacher's Montessori Albums Association Montessori International - Elementary Alumni Association (AMIEAA) North American Montessori Teacher's Association (NAMTA)	**Charter holder indicated the intended purpose of the document was to demonstrate:** when adopting curriculum, how the Charter Holder evaluates curriculum options to determine which curriculum to adopt. **The documents provided demonstrate evidence of the following:** • The Charter Holder implements the curriculum, and subsequent revisions provided by AMI. There are no other criteria used. The school is committed to implementing the Montessori AMI curriculum with fidelity. **The documents provided demonstrate evidence of the described processes because:** The AMI documents discuss revisions to curriculum that National Center for Montessori in Public Sector (NCMPS) is providing as well as foundational support in the form of conceptual design, resource development, and strategic planning.
[C.6] Annual Montessori Refresher Courses montessori@amiusa.org Montessori Materials Teacher's Montessori Albums Child's Work Journal Teacher's Chronological Work Record Individual Student's File	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder. **The documents provided demonstrate evidence of the following:** • Each child keeps a work journal, the teacher records lessons given and to whom and also keeps track of each child's progress and which lessons each has had and suggestions of understanding, a different approach, if more practice or repetition would be helpful. **The documents provided demonstrate evidence of the described processes because:** the work journals and teacher work records document the use of curricular materials as part of instruction. Work records log the materials utilized by the teacher. The child's work journal is used by students to record the tasks, based in the curriculum, that they are using for independent practice.

[C.7] Teacher's Montessori Albums Teacher's Presentation Plan Teacher's Chronological Work Record Child's Work Journal	**Charter holder indicated the intended purpose of the document was to demonstrate:** that tools exist that identify what must be taught and when it must be delivered and how the Charter Holder ensures that all grade-level standards are covered within the academic year. **The documents provided demonstrate evidence of the following:** • The teacher's albums which consist of approximately 1500 lessons using the Montessori method in combination with the Montessori materials are the tools that exist that identify what must be taught. • The teacher uses an annual, weekly and daily presentation plan and keeps a report of which children had lessons, comments about them, as to success or if the child needs to repeat to understand. The teacher makes a plan, gives the lessons, records the lesson and observes how it is all working. • Elementary School Standards guide and Math Benchmarks by three year clusters. List of standards and lessons are reviewed to monitor student progress through each of the content areas. List of benchmarks is used to monitor student progress and mastery of benchmarks the three year period. • Parent conference forms are used to share students' progress in content area knowledge and skills. Although student progress is recorded and monitored there is no expected pace to ensure that all grade-level standards are covered within the academic year. **The documents provided do not demonstrate evidence of the following:** • Work plans and work journals do no monitor specific standards to ensure that all grade-level standards are taught within the academic year • The Montessori model allows students to work at their own pace, including a pace that may not result in instruction for all grade-level standards within the academic year. • Although benchmarks are used to monitor student progress within the three-year cluster, there is no expectation to ensure all grade-level standards are covered within the academic year **The documents provided do not demonstrate evidence of the described processes because:** The Montessori model provides for students to work at their individual pace. There is no process to ensure that all grade-level standards are covered within the academic year.

[C.8] Teacher's Montessori Albums Montessori Materials Teacher's Chronological Work Record Individual Student's File Parent Conference Reports	**Charter holder indicated the intended purpose of the document was to demonstrate:** the expectation for consistent use of these tools and how these expectations are communicated. **The documents provided demonstrate evidence of the following:** • The expectation for consistent use of these tools is that the student will demonstrate sufficient progress and experience the full cycle of learning using all the materials, presentations and lessons contained in the eight albums. Benchmark documents for three-year clusters identify specific standards to be taught for each cluster. • The charter holder stated that through the Montessori certification process teacher create their own album of instructional resources that are reviewed by Montessori AMI. Teacher album documents were reviewed during the site visit and consist of over 1500 lessons. • Teacher evaluates are used to evaluate teacher preparation of monthly, weekly, and daily lessons using the Montessori lessons and instructional materials. **The documents provided evidence of the described processes because:** Montessori teachers have created their own Montessori instructional albums through their certification process, and usage of these tools is part of teacher evaluations.

[C.9] Administrator Observations Teacher's Chronological Work Record Individual Student's File Parent Conference Reports Association Montessori International montessori@amiusa.org AMI/AZCCR Standards Correlation List	**Charter holder indicated the intended purpose of the document was to demonstrate:** evidence to demonstrate usage of these tools in the classroom and alignment with instruction. **The documents provided demonstrate evidence of the following:** • The administrator observes the classroom monthly to see if the materials and lessons are being completed. • The teacher keeps a log of lessons given, results of the presentation and which students were involved in the lessons as lessons are usually given to groups of three to five students at a time. • This information is also shared with parents at parent conferences in written conference reports or is available to them at any time they request of when the teacher feels it would be of help in working with a child. • The Association of Montessori International (AMI) pedagogical committee composed a list of the standards of the AZCCR standards and incorporated the Montessori materials and lessons into it as a guide to the curriculum. The Arizona standards are included in this list to provide a correlation between the state standards and the AMI curriculum. The standards list is in the classroom and is used by the children to help them plan and assess their work as well as for parents and the teachers to refer to at any time. The standards are based on current AZCCR standards and incorporated into our ELA and Math curriculum. **The documents provided demonstrate evidence of the described processes because:** the logs and records document the usage of the lessons from the Montessori album resources. Student logs and weekly teacher records document the usage of tools as part of classroom instruction.
[C.10] AMI/AZCCR Standards Correlation List	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder knows the curriculum is aligned to standards. **The documents provided demonstrate evidence of the following:** • Correlation documents contain a list of common core standards for Math and ELA. For each standard specific instructional lesson activities from AMI as well as the lesson title from the Montessori lesson albums. **The documents provided demonstrate evidence of the described processes because:** the correlation documents identify lesson materials for each standard

[C.11] Montessori Materials Teacher's Montessori Albums Individual Student's File Teacher's Chronological Work Record Weekly Class Record	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder ensures that the curriculum addresses the needs of students with proficiency in the bottom 25%. **The documents provided demonstrate evidence of the following:** • All instruction and student activities are targeted to individual students needs and pacing. Individual student files record the instructional activities. The Weekly Class Record is used by the teacher to monitor and record each student's individual instructional progress be recording the specific activities each student is working on. **The documents provided demonstrate evidence of the described processes because:** individual student work records demonstrate the implementation of individualized instruction and pacing based on student ability. This differentiation and individualization of instruction demonstrates that curriculum is adapted to address individual student needs.
[C.12]	**N/A**
[C.13]	**N/A**
[C.14] Montessori Materials Teacher's Chronological Work Record Individual Student Files Weekly Class Record	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder ensures that the curriculum addresses the needs of students with disabilities. **The documents provided demonstrate evidence of the following:** • Students instruction and pace are individualized • Student IEPs include • All instruction and student activities are targeted to individual students needs and pacing. Individual student files record the instructional activities. The Weekly Class Record is used by the teacher to monitor and record each student's individual instructional progress be recording the specific activities each student is working on. **The documents provided do not demonstrate evidence of the described processes because:** individual student work records demonstrate the implementation of individualized instruction and pacing based on student ability. IEPs record specific accommodations and goals for students with disabilities. This differentiation and individualization of instruction demonstrates that curriculum is adapted to address individual student needs.