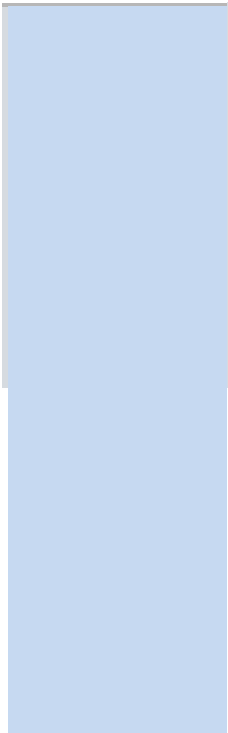


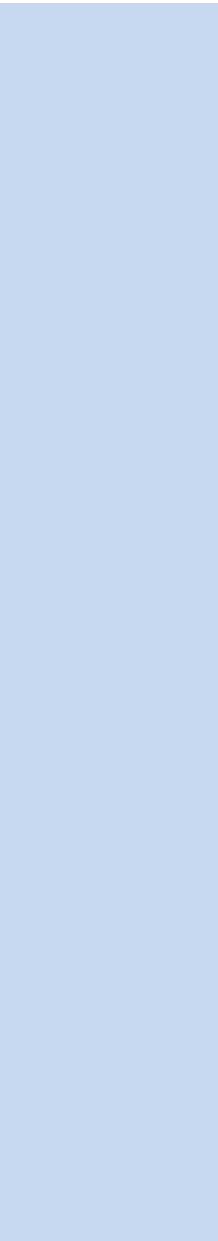


Purpose: This document is intended to support Montessori schools within Dallas ISD as they seek to implement programs that align to the standards and practices as outlined by global Montessori organizations such as

. The continuum is not designed to be evaluative and should be used in tandem with the practice standards (10/15/20) and the standards and practices (10/15/20) for Montessori schools. The continuum is not designed to be evaluative and should be used in tandem with the practice standards (10/15/20) and the standards and practices (10/15/20) for Montessori schools.



Culture of Montessori Innovation	Leadership is willing to learn and understand the core principles of Montessori.	Leadership understands the core principles of Montessori but does not fully understand the complexities of integrating Montessori and public sector expectations.	Leadership embraces the core principles and complexities of full Montessori implementation. Anticipated challenges are addressed with campus collaborative solutions.	Leadership maintains open communication and builds strong relationships with all stakeholders regarding challenges and removes barriers to achieving full Montessori implementation.
The Prepared Adult	Less than 85% of all teachers are fully trained or in training for the appropriate level. Knowledge of Montessori theory and practice is emergent.			



Coaching
Support

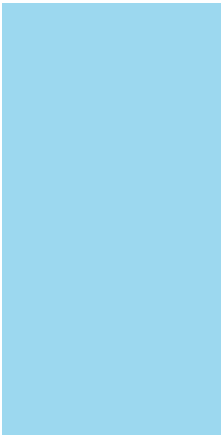
Coaching support addresses content-specific needs only.

Coaching support sometimes facilitates collaborative Montessori content-specific needs, where improvement is needed.

Coaching support consistently facilitates collaborative Montessori content-specific needs, where improvement is needed.

Coaching support always facilitates collaborative Montessori practices and content specific needs.





Vision and
~~Values~~
Alignment

Core values either do not exist or are not aligned to the vision.

Core values are clearly articulated and at least moderately aligned to the vision, although the school community may not consistently demonstrate those values through their actions.

The entire staff knows the school's vision that is fully aligned to the school vision and works toward it by consistently demonstrating core values.

Vision and core values are in full alignment and values are consistently observable in all stakeholder actions within the school community , allowing the







Standard	Strand	Initiating Innovation	Approaching Innovation	Achieving Innovation	Iterating Innovation
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Standard	Strand	Initiating Innovation	Approaching Innovation	Achieving Innovation	Iterating Innovation

assessment practices, analysis and action planning of data informed instruction in order to increase student achievement.

Data Meetings

Data meetings are driven by campus leadership teams, occur after district/state assessments, and little to no action is taken in meetings to respond to data.

Data meetings are led by the campus leadership team and occur after common interim assessments using the Four Steps for Data-Driven Analysis Meeting Protocol.

Data meetings are led by team members while campus leadership is still present and occur more frequently weekly/biweekly.


averages.

Regular, frequent data meetings are in place and students are engaged in

	Student Access	Students do not have on-demand access to grades and historical assessment data.	Students have access to their own data but may not have access to the grading system.	Students have access to and use, own data, although it is not used to progress monitor or respond.	Students use data (grades and historical assessment data) to monitor progress and respond.
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Standard	Strand	Initiating Innovation	Approaching Innovation	Achieving Innovation	Iterating Innovation
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	Uninterrupted Work Cycle	Work periods are divided into small portions with limited opportunity for children to concentrate on self	well as some care of the environment. In elementary care of the environment is the application of practical life activities from primary.	managed by the adult(s)	almost always available and appropriate, but primarily managed by the adult(s). they aid in the teaching and management of the systems in place. Tools and resources are always available and appropriate. Their management is addressed in the classroom care of the environment system in place.
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Assistance Role Assistants when they are present are disengaged

Optional Component: The Public Montessori Can Work (PMCW) Continuum can be used alongside structured rubrics scaffolded into four phases of growth. Complementing these phases are coaching forms and resources to support . In each phase of growth there is a different focus on student and adult actions. As teachers move through the phases, they increase in their capacity to provide a Montessori education with fidelity.

Classroom Practices	Standard	Non- Normalized	Approaching Normalization and Independence	Achieving Normalization and Independence	Fully Normalized and Independent

