PROGRESS REPORTING:
THE VALUE OF CHANGING FROM MATERIAL LISTS TO CONCEPT/SKILL BASE

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AIMS 2015 Conference
Montessori: A 21st Century Conversation
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Twin Parks Montessori School

- Three campuses on Upper West Side in Manhattan
- Infant, toddler and Early Childhood Programs
- 478 Students, 102 FT teachers
- Executive Director, 12 year tenure
- Administrative team: Education Director, Admissions Director and Administrative Coordinator
- International community: employees and families
- Accredited with AMS, Middle States Association of Colleges and Schools

Why revise progress reports?

- Continued interest in outcomes in Montessori education, assessment and accreditation
- Check list of Montessori materials difficult for parents to understand
- Variations of teacher interpretation
- Observation skills varied and not consistent
- Involved parents who want more information
- Accreditation protocols
- Accountability
How to begin?
- Constituent’s input
- Research
- Benchmarks for each level
- Cross constituent communications
- Formatting
- Testing
- Reflecting
- Refining

What does it take?
- Buy in from teachers
- Collaboration
- Reflection
- Defining what is important to our community
- Time

Disclaimer on videos
- No professional actors were use
- No sound proof studio, filmed in school space
- Filmed in New York City
- No script
- No rehearsal
- No retakes
- Lots of nerves
Education Directors History

- Anecdotal sections
- Descriptors
- Concepts
- Rubrics

2005 Benchmarks and Anecdotal Themes

- Social and Emotional
- Physical Development
- Self Care
- Language
- Work Cycle

  **Added for Early Childhood**
  - Math
  - Cultural including science and geography
Descriptor for Toddler

Practical Life

Practical Life is the foundation of the Montessori Environment. It provides a range of activities that allow children to develop. The four direct aims of the Practical Life area of the classroom include:

- **Order:** Routine and consistency is very important to the development of the young child.
- **Coordination:** Muscle development is assisted through precise and attentive movement.
- **Concentration:** The child who laboriously repeats a material is laying the foundation for concentration.
- **Independence:** This is the ability to do something for one’s self.

EC Learning Skills and work Habits

- Makes connections among items, concepts and ideas
- Draws inferences and makes predictions
- Offers appropriate responses to open-ended questions
- Uses time constructively
- Selects age/skill appropriate work
- Makes independent work choices
- Works independently
- Initiates/accepts lessons
- Motivated to learn
- Uses independent problem solving skills
- Respectful use of materials

EC Learning Skills and Work Habits 2

- Shows attention to detail/organization
- Developing a sense of order/sequence
- Works without disturbing others
- Seeks help when necessary
- Practices/repeats for internalization
- Completes one task before starting another
- Transitions appropriately between activities
- Sustains concentration
What is a concept or skill? EC Math

- Demonstrates one to one correspondence
- Matches quantities to printed numerals
- Sequences numerals and quantities
- Understands concepts of more, less, and zero
- Demonstrates linear counting
- Demonstrates skip counting
- Understands place value
- Recognizes patterns in numbers
- Understands concept of fractions (half, quarter, whole)
- Solves addition problems with materials
- Solves multiplication problems with materials
- Solves subtraction problems with materials
- Solves division problems with materials

Evolution of Rubric Key

- Mastering
- Refining
- Challenging

Blank squares indicated work that was not presented at that time

- Mastering (competent working independently)
- Refining (progressing with guidance)
- Challenging (requires additional effort)

Current Rubric Key

- Demonstrates competence while working independently
- Progressing with guidance
- Requires additional support
Fall Conferences in November

Questionnaire going home late October

What are your current expectations for your child in our classroom.

Is there anything you would like explained about the Montessori method?

Is there anything in particular you would like to talk about during our time together?

Please return this questionnaire along with your signed Progress Report Form by Tuesday, November 2nd. Then sign up for a meeting with your teachers.

Resources

- Ages and Stages agesandstages.com
- Dr. Jo Ann Deak, development consultant
- Dr. Ginny Varga, infant toddler expert
- Dr. Lydia Soifer, language arts specialist
- Common Core Standards and Montessori by Seton Montessori Institute
- AMS Suggested Materials List
- Brainstorming, suggestions and work by the employees at Twin Parks Montessori Schools