Educational Program: Philosophy

At Montessori del Mundo we believe that:

*Children learn best when learning is individualized* so that every child can be challenged every day. Curriculum and materials are tools for student learning; when the environment and curricula are properly prepared, teachers have more time to analyze student outcomes, plan for individual student success, and help remove any barriers to that success. The teacher’s role is to guide each child towards mastery of the given standards and help the child to master (or surpass) the standards within an appropriate time frame.

*A bilingual environment and curricula build stronger connections* and better capacity for brain function than do a monolingual environment and curricula. Bilingualism is an additive process: instruction and knowledge in one language builds on, and builds foundations for, instruction in another language. Spanish, as the minority language, must be emphasized in the early grades to ensure academic and social success for students from all language backgrounds.

*Students learn best through concrete experiences and materials.* Students master skills more readily when they experience new concepts and vocabulary in a context that helps to make sense of new language while building connections to their existing knowledge. Deep, purposeful, interrelated investigations of the world around us engage every member of a learning community, build knowledge about the worlds around and within us, and lay the foundation for children to become life-long learners and investigators.

MdM will provide an educational structure that capitalizes on each of these beliefs by integrating two proven philosophies: Montessori and dual language immersion. We will implement the Montessori philosophy while teaching every student in both Spanish and English, and tying the various subjects together through authentic robust thematic instruction and purposeful real-world experiences. While Montessori provides the main curricular vehicle for instruction at MdM in addition to informing our teaching philosophy and approach to instruction; Dual language does not refer to a curriculum, but rather to a method of delivery of the curriculum, in this case Montessori, involving two languages.

**Montessori**

Teachers at MdM will implement the Montessori curricula for core instruction in Literacy, Math, Science, Social Studies, Sensorial (pre-math/science), and Practical Life. The Montessori curriculum has proven to be successful in giving students the skills they need to exceed grade level expectations in many Montessori schools *world-wide* (and in multiple languages), and also allows for maximum differentiation, so that each child’s needs are met while ensuring that all standards are addressed. Montessori’s individualized instruction is designed to provide highly targeted instruction to each student and in so doing ensures every child is challenged every day. 28

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There are several non-negotiable program elements which we insist on as a public, standards-based Montessori implementing a dual language program. These elements maximize our ability to fully implement a program guided by the MdM philosophy. They include:

- multi-age classrooms with a linguistically diverse student population;
- extended, uninterrupted work time in both Spanish and English based on personal responsibility and guided choice;
- purposeful differentiation built around the mastery of skills and concepts in both Spanish and English;
- intentionally prepared Spanish environments and English environments, including differentiated materials and work spaces, created by teachers with their specific students’ interests, abilities, and needs in mind;
- the belief that all students are capable people with worthy ideas.

**Multi-age Classrooms:**

Multi-age classrooms allow for maximum differentiation while building strong, self-sustaining classroom communities. The 3, 4, and 5 year old; 1st – 3rd grade; and 4th – 6th grade classrooms are pillars of the Montessori philosophy. With Montessori’s mixed-age classrooms, only a third of the class moves on to the next class each year, and a similar number of new students are easily welcomed into the classroom by their older classmates. Younger students are motivated by seeing the work of older students while also observing their traditions and behavior. Meanwhile older students benefit by serving as role models for younger ones, gaining confidence and leadership skills. As Montessori students often work together while they pursue their educational goals, they are able to gain valuable skills in negotiation and self-monitoring that are much harder to come by in a traditional classroom. They also solidify and deepen their academic knowledge by teaching skills, English and Spanish vocabulary, and concepts to younger students as they work together and review lessons they have previously shared with a teacher. The idea that skills, vocabulary, and ideas are reinforced when students explain or teach them to someone else has widespread support in both the Montessori and the traditional education communities, and has been substantiated out by research and anecdotal evidence.

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Mixed age groups also allow for continuity of care. Since teachers spend three years with each student, they are able to build exceptionally strong relationships with them and with their families. The idea that one or more adults in the school should maintain contact and care for a group of students for more than one school year is also quite popular in traditional education at present, and research shows that programs which purposefully build these opportunities into their design show improved academic performance and even help to keep older students in school through graduation. In keeping with this research, as well as the original Montessori design, every child in our Montessori program will have the same group of teachers for each three year block of the program.

The Montessori multi-age classrooms not only provide continuity of care, but also explicitly strengthen community by deliberately creating a strong network of relationship between the students, their families, their teacher and the school staff. Members of the community are continuously invited to get to know each other as they interact during educational and extracurricular activities throughout their multiple years in each class, and their time within the school as a whole. Such activities are intentionally structured to promote inter-cultural and linguistic connections, and are facilitated in both Spanish and English for this reason.

*Extended, Uninterrupted Work Time Based on Personal Responsibility and Guided Choice*

Montessori’s original Children’s House was built around an extended period of uninterrupted work time, within which students and teachers could work together to challenge every child every day. This Montessori work time is used for individualized and small group instruction, as well as direct instruction, guided practice, and independent practice in both Spanish and English.

The traditional work cycle in many non-Montessori classrooms begins with direct instruction from the teacher to the whole group of students. Next, the teacher and students participate in guided practice for the given skill. Finally, the students either practice their new skill independently in class while the teacher circulates to provide help, or the students go home to complete the independent practice as homework.

We call the activities children do in our classrooms “works” because we are respecting the most important work of the child: to learn and become an adult. Therefore “work-time” is when children are doing their work of learning and is when our core instruction takes place.

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At MdM every child receives the kind of individualized and targeted attention reserved for only the most high-needs children in a traditional program. The Montessori work cycle is similar, yet because it insists on one-on-one and small group instruction in most cases; it also has many characteristics reserved for only the most high-need students in the traditional classroom. Rather than providing direct instruction to the class as a whole group, Montessori instruction at MdM relies on direct instruction for an individual student, or a very small group of 2 - 4 students in either Spanish or English. The teacher gives a lesson that is specifically designed for the students involved, rather than aimed at the middle ability segment within a class in which some students already know the material and others need several steps of remediation to succeed. After receiving individual or small group instruction, and sharing in guided practice one-on-one or in a very small group, a typical Montessori student builds mastery by practicing the work from the lesson independently or in a small group during Montessori work time, often returning to the same work repeatedly over a number of days or weeks, until they have mastered the desired skill or content. They will often also reinforce the concept in the opposite language classroom later on, expanding their vocabulary and understanding of the concept into both languages after having initial instruction in only one. When the skill has been mastered, the teacher, who is continually assessing and noting their skill level through observation, presents the next lesson to the student in question, building on their newly mastered knowledge and skills.\(^{37}\)

**Maximum Differentiation**

During Montessori work time, students choose from works in the classroom in order to learn at their own specific level. Teachers actively teach goal setting and individual responsibility as they help the students to identify appropriate works in order to progress towards their individual short and long-term educational goals. As the students learn to make responsible, reasonable decisions about their own education, they become capable, life-long learners; the agents of their own success in school as well as the wider world. The Montessori philosophy pushes each individual to reflect on what they know, what they need to learn, and how to go about learning it through a gradual release of responsibility, not only with regards to academic content, but also as it pertains to the art of self-direction.\(^{38}\) As a community, we will consciously cultivate the self-motivation and self-reliance that will enable our graduates to go on to any level of education and to succeed in the real world outside of school. We will teach our students to not only master the standards, but to also master themselves.

**Learning for Mastery**

Montessori’s lesson cycle, based on mastery, differentiates Montessori from more traditional education methods by insisting on every child’s ability to learn the skills necessary for success while advancing at their own individual pace. While some students will have the privilege of learning more deeply about


individual areas of interest due to the speed at which they attain mastery of the necessary skills, everyone in a Montessori class has the opportunity to master the standard set of skills that will allow them to succeed in their future schooling and in the world at large. Challenging every child every day in this fashion builds success and a joy in learning by valuing individual strengths and weaknesses while highlighting each child’s inherent ability to convert hard work into their own success, no matter how long it takes.

The Montessori materials which are used during work time are designed very specifically to isolate the skill or discrete knowledge set that the student needs to move forward in each specific subject area.\(^3\) This is known as isolation of difficulty in Montessori circles, and lightening the cognitive load in more traditional jargon.\(^4\) This helps teachers and students to clearly track their progress through the standards with which the curriculum is aligned, and also helps students to have measurable successes more frequently as they work towards larger goals. The Montessori works are also built to be self-checking, so that the child practicing independently can determine whether or not he is completing the work correctly based on feedback from the material itself.\(^5\) This helps to make the extended work time productive for both the child and the teacher, and lowers the probability of a student replacing the knowledge or skill they were supposed to be learning with some other process or idea that is actually a misunderstanding or perversion of the original target knowledge. In addition, it is easier for the teacher to spot errors in each individual’s work with these concrete, individualized materials. When a class is engaged in work as a whole group, there are many opportunities for students to copy-cat other students in order to camouflage gaps in understanding. However, when an individual is completing a work by herself or a small group of children is working on something that no one else in the class is doing, misunderstandings and confusion stand out. The teachers and assistants observing and providing assistance will immediately spot the individual or group involved in perpetuating misunderstanding, and can quickly correct their errors and re-teach the target skill or knowledge.\(^6\)

A dual language Montessori student works on a new math work. The beads provide a control of error. If she counts wrong she will run out of beads by the end of the work.

The Montessori works and extended work time are capitalized on further because the teachers and assistants in the class are specifically trained in observation and record keeping techniques which make facilitating learning in the prepared environment possible. They are able to note the successes and needs of each student on a daily basis during and after each work-time cycle using various quantitative and qualitative data collection tools in order to fine tune and differentiate instruction to an extent that


\(^{5}\) An example of self-checking work is writing words with a controlled letter set. The child has 6 pictures or objects and the plastic letters necessary for writing those words. The child knows, because they have done this lesson with a teacher, that all of the letters should be used and that all of the letters necessary are present. If the child finishes writing the six words and discovers they have 4 vowels left over, this lets them know they need to go back and check their work because they have missed some letters.

would be nearly impossible in a traditional classroom work cycle.\textsuperscript{43} The individual Montessori work time places the focus on the student and his or her individual work, making the teacher the watcher and the student the actor, rather than the reverse situation, which is often the case in a more traditional classroom.

*Children as Capable People with Worthy Ideas*

Another non-negotiable in Montessori education at MdM is the idea that children are young people who have valuable ideas and insights, and who make up a part of the community no less intelligent than the teachers and assistants who are helping to guide them as they continue on their lifelong educational journey. This belief does not mean that students have carte blanche to behave in whatever raucous fashion they wish. Rather, at MdM we celebrate the worth and dignity of each adult and child in the community by establishing and reinforcing standards of behavior for all members of the community which contribute to the overall good. This includes allowing students to make mistakes, giving them guidance and limits within which to build their own success, and allowing them to suffer the natural consequences of their errors in judgment or execution. In keeping with this ethos, teachers and students will participate in restorative justice practices to right wrongs and offenses within the MdM community.\textsuperscript{44} The Montessori curriculum focuses on building independence while also realizing each person’s interdependence. We will help our students grow by holding them accountable for their own actions while working together to build a community of teachers, students and families founded on respect and an assumed generosity of spirit. All community members are accepted and valued for the best that is in them while also pushing them to continue to capitalize on that good in order to better themselves, the community, and the world.

*Standards Based Montessori*

The Montessori Philosophy is built around the belief that children have an instinctive drive to seek out and learn new things, and that if provided the opportunity, they will gravitate towards activities (or works) that teach them the skills they need for success. The role of the traditional Montessori teacher is to prepare the classroom environment so that it is rich in learning opportunities designed to teach the key, developmentally appropriate concepts and skills that the children need. The Montessori teacher is trained to carefully monitor the students’ progress and balance his individual choices and interests with his developmental needs. The *standards based* Montessori teacher balances these needs with the need to reach and exceed subject area standards in order to make sure that each child grows in academic ability at a speed which enables him to be successful academically as well as in life outside of school.\textsuperscript{45}


Standards based Montessori acknowledges the importance of the skills and knowledge dictated by the state and local district standards, and ensures that each student is held accountable for this learning while differentiating the timing and path the student must take to reach the standards. While the end result of each of these individualized paths is the same: mastery of the standards by the end of the time the child is enrolled in the class, we recognize that children may arrive at that benchmark via different paths. Not every child learns every skill at the same rate. Some take longer to learn one skill and then breeze through the next. The individualization of the Montessori classroom allows teachers and students to spend the needed time on skills in order to master them and then move quickly through other aspects of the curriculum if they need to “make up time” in order to meet end of year standards.

These academic standards serve as mile posts on the educational journey at MdM. When used properly, they punctuate the journey from novice student to well-rounded life-long learner and self-reliant investigator. They help students, teachers, and communities to hold themselves accountable for mastery of a standardized level of basic skills or knowledge. Standards in no way limit the scope or depth of what children can or should learn; rather they merely mark individual points in development and minimal samplings within each domain of knowledge that all children must attain by a certain point in their school career. At MdM, we believe that it is the teacher’s role to prepare the environment, introduce the new concept and skill, and guide the child past the mastery of our given standards and onto a deeper understanding of the world and their own place as an intelligent and caring member of the global community.

The teacher’s role is to remove all barriers to success and ensure that children are on a path that leads to mastery of the standards by the end of their time in the classroom.

Teachers hold their students accountable for working towards mastery of the given standards, and keep a close eye on children’s progress across the subject areas. A child, who is on target to achieve mastery of the given math standards, will also be encouraged to follow their own interests by investigating other related concepts, provided they stay on target with required skills in the meantime. But if that same child is falling behind in the mastery of reading standards, the teacher is expected to step in and help her to make the necessary progress towards successful mastery at or above grade level expectations for reading, without denying her the opportunity to deepen her investigations in mathematics. The teacher must guide the child’s overall progress and help her to overcome any barriers that might keep him or her from arriving at or surpassing the standard requirements in all academic areas.

In many instances, the classic Montessori curriculum far exceeds the state, district, and National Core Standards in terms of expectations for academic achievement, and our own MdM curriculum is built around the expectation that properly prepared, encouraged, and engaged students can meet and exceed both the minimal standards set by the district and the more rigorous expectations of the Montessori curricula while also investigating the world around them on a deeper level in accordance with their individual interests and abilities.

For more information about MdM standards see Educational Program: Curriculum or see Appendix C to view our own school standards aligned with state, district, and Montessori standards.
Dual Language

The vast majority of people around the world speak multiple languages. Bilingualism is the global minimum expectation, and we, in the United States are just as capable as the rest of the world. Given the appropriate experiences and opportunities, we are all capable of being bilingual. As human society grows increasingly global in nature, and the need for bilingual workers continues to increase, we at MdM feel very strongly that every 21st century child should have the opportunity to attain an excellent bilingual education.

At Montessori del Mundo, all of our students are emerging bilinguals on the road to native and native-like spoken and written language skills in Spanish and English. Our graduates will be able to function in both formal and informal situations in either language. In keeping with this goal, teachers consider each child’s level of proficiency in both Spanish and English, and then work to simultaneously support and raise skill levels in each language through carefully constructed personalized lessons using language and content objectives. Let us be clear, dual language and Montessori are not a separate programs. At MdM we teach towards bilingualism for all students while using Montessori’s differentiated and scaffolded model of instruction and curriculum. This allows us to move children from all native language groups towards proficiency in both English and Spanish along with mastery of standardized content in both languages.

As students gain vocabulary, skills, and content knowledge in one language during Montessori work time, they strengthen their abilities in the other language. With this synergistic effect of bilingualism in mind, Montessori del Mundo focuses on oral language development and language acquisition to ensure that students graduate from our school as both bilingual and bi-cultural members of the community. This is best accomplished through the standards based Montessori philosophy and curricula delivered using the 90/10 dual language framework.

Leveraging the skills that transfer between languages while also focusing carefully on language-specific skills allows us to maintain and pursue exceedingly high academic content standards while also teaching towards bi-literacy and bilingualism. We are not teaching everything twice, rather we are teaching to

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the standards in two languages. Language specific skills are just that, specific to the language to which they pertain. Meanwhile, transferable language skills are those skills which can be obtained in one language, but which are also applicable to the structure and function of other languages. Educators at MdM explicitly teach the vocabulary, grammar, and structure of each language, while capitalizing on the skills that transfer between languages, and highlighting these transferable skills to allow for maximum student growth.

To better understand the difference between transferable and non-transferable skills, think about a student learning to count. The skill of rote counting must be learned in both English and Spanish, as it is the memorization of a series of language specific words. One, two, three...Uno, dos, tres. The vocabulary is clearly non-transferable. However students only need to internalize the concept of one-to-one correspondence when counting objects once. That is, when counting objects you say one number for each object you count, no matter which language you are counting in. Therefore, it is important to teach the words for rote counting in both languages. Yet a student who can count with one-to-one correspondence using Spanish vocabulary will also be able to do so using English vocabulary without specifically learning this skill in English.

Similarly, students who are learning that every letter makes a sound do not need to specifically learn this truth for each separate language. They build on their knowledge from one language as they progress into learning other languages. Anyone who has ever tried to read a passage in a language with which they were not exactly familiar knows this to be true. When confronted with text, those of us who already know that letters are used to represent sounds immediately make an attempt to chunk the letter sounds into syllables and words in order to build understanding. We do not wait for someone to stop us and say, “Oh, wait, in German N says /n/.” We just take our knowledge of our own language and attempt to build some meaning out of the words in front of us, no matter the language.

The understanding of transferable vs. non-transferable skills is critical to effective second-language instruction and the implementation of a strong dual language Montessori program. Without this knowledge time can be wasted in redundant instruction that neither challenges nor engages the students.

**Two-Way 90/10 Dual Language Allocation**

The Two-Way 90/10 Dual Language model built around instruction in and maintenance of both languages is the only one proven to close the achievement gap between native Spanish speakers and native English speakers as measured by standardized test scores. In addition, these programs show more academic benefits for native English speakers when compared with their peers in monolingual English programs, and for native Spanish speakers in any other type of bilingual or monolingual program. Dual language models integrate students by native language, culture, and socio-economic status to an extent unheard of in other educational models in America. Since classrooms comprised of

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students from a mix of high and low socio-economic backgrounds have been shown to benefit students from all status levels, this integration adds to both the socio-cultural and academic benefits of the dual language model. Dual language does not refer to a curriculum, but rather to a method of delivery of the curriculum, in this case Montessori, involving two languages.

MdM is referred to as a “two-way” dual language program because the student population will be comprised of at least 40% native English Speakers and at least 40% native Spanish speakers. The classrooms are integrated by language, making the language transfer a two-way road with Spanish speakers teaching English speakers, and English speakers teaching Spanish speakers. There are also one-way dual language programs in existence, in which the students all share the same language background but are taught in two languages. These programs can build bilingualism, but are not as effective as the two-way model and do not have the added benefit of integrating by linguistic background, race, culture and socio-economic class.

The term “90/10” refers to the proportion of instructional time spent in Spanish vs. English in the first three years of the program. Literacy instruction in both decoding and phonetic writing will be conducted in Spanish in MdM’s Preschool and Kindergarten classroom curriculum, while the English portion of the day will be focused on the big ideas of literacy and oral language development. As children move up through the classes at MdM, the language allocation shifts. In the Lower Elementary Class children move from 90% Spanish to 80%, 70% and finally 60% Spanish. In the Upper Elementary class 50% of the content is taught English, and 50% is taught in Spanish.

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<tr>
<th>Grade Level</th>
<th>% of instruction in Spanish</th>
<th>% of instruction in English</th>
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<tbody>
<tr>
<td>ECE-K</td>
<td>90</td>
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<tr>
<td>4-6th</td>
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</tbody>
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The 90/10 model has been found to be the most effective model for native Spanish speakers, native English speakers and native speakers of other languages. It is the most effective model regardless of socio-economic class and race. There are a several reasons for its effectiveness as a language instruction model, a few of which are described below:

The 90/10 model emphasizes Spanish in the early grades in order to promote it in the face of English language dominance in our broader culture. English is the dominant language of power in our community, and children know it. Regardless of the language their parents speak, children as young as 2 years old recognize that English is the language of power. When they go to the grocery store, restaurants, bank, or library, they most frequently encounter English speakers. Most television, music and movies in the mainstream are in English. Children notice that Spanish speakers have to make accommodations for English speakers they encounter in public, private, and professional circumstances. At MdM we firmly believe that Spanish is a crucial language for students’ success in their future academic and professional lives. It is imperative that we convince children that Spanish is a legitimate language of academic and professional discourse. Emphasizing Spanish in the early years of our program sets the tone and foundation for the belief that Spanish is important and that for success in school, and therefore life, children need to focus on learning Spanish as well as English.

Extra Spanish instruction in the early years of a 90/10 program ensure that both English speakers and Spanish speakers have well developed academic Spanish vocabularies that will lead to their success in the later years of the program.

In addition to convincing students that Spanish is a valid and respected language of communication, we must build students’ academic and professional Spanish skills. Native Spanish speakers often come to school with informal Spanish, yet they are not necessarily familiar with extensive academic and formal Spanish vocabulary. This language gap can be particularly problematic for students who are growing up in bilingual households or who are the younger siblings in households in which their parents speak to them in Spanish while they are cared for a majority of the time by older siblings who speak in English. These students often have gaps in their vocabulary and may switch back and forth between English and Spanish mid-sentence, this is known as code-switching. While code-switching can be a normal communication style for bilingual adults, it is important that a bilingual child’s vocabulary be complete in both languages so that they do not develop gaps in their Spanish or English that prevent them from speaking fluently in either language. Extra emphasis on Spanish in the early years of elementary school helps these students to build out their Spanish vocabulary and lays the foundation for a rich English vocabulary as well.

Native English speaking students in a dual language program are expected to perform on grade level in Spanish and to comprehend and gain meaning from instruction conducted entirely in Spanish. While it takes 4-7 years on average to gain academic fluency in a second language this time is usually elongated if a child does not spend a significant portion of their day exposed to the new language. As children get older, the level of instruction becomes not only more complex, but more abstract, making it harder and harder for teachers to shelter instruction in ways that make it comprehensible for limited proficient speakers. While Spanish speaking students have the benefit of the entire community reinforcing their English skills, English speaking students often do not encounter Spanish outside of the school environment. If English speaking students, and Spanish speakers with limited oral language skills, do not receive enough rigorous instruction in Spanish in the early years of the program when concepts are very concrete, they will not build a strong enough base in Spanish to support their academic needs in 3rd grade and beyond. It is therefore vital for our English speaking students that we build strong Spanish skills in the early grades so that we are setting them up for success in upper elementary school and beyond.

**Authentic Robust Thematic Instruction**

Authentic Robust Thematic Instruction, or the use of an engaging subject of investigation to pull together content from across the curricula, is another hallmark of dual language instruction and will be the norm at Montessori del Mundo.\(^57\) Themes at MdM are coordinated across the grade levels to ensure a cohesive flow of instruction from year to year.\(^58\) Themes are selected to appeal to students’ natural interests, while also broadening their experiences in accordance with their academic and developmental needs. Teachers ensure that these themes provide rich oral and written language opportunities, while also exploring engaging topics that support and extend beyond grade-level social studies and science standards. MdM’s thematic units tie together all sectors of the curriculum in order to provide an enriched, engaging school experience for the entire community. Montessori works specifically designed to address the language and content objectives of each theme help to ground the over-all work time experience thematically, while shared story and song experiences also incorporate thematic content.

Students have the opportunity to work on thematic projects which demonstrate their content learning while allowing them to express themselves creatively and to practice teamwork and negotiation skills. These challenging projects help to build class culture, allow students to practice their time-management skills, and instill a habit of perseverance. Such projects also integrate language skills with challenging and engaging content to encourage authentic communication.\(^59\) All of these types of opportunities have been shown to positively affect academic performance, students’ self-confidence and efficacy, and general engagement in school.\(^60\)

Every thematic unit is ideally structured around a cycle of exposure, mastery, and celebration. First the class engages in a kick-off field trip or opening experience in order to provide engaging and rich exposure to the subject matter involved in the upcoming thematic investigation. Next, the class engages in multiple weeks of differentiated instruction, exploration, investigation, and mastery all focused around the theme in question. Each theme is concluded with a closing field trip or experience that reinforces the key concepts learned throughout the unit, and helps to solidify connections between interrelated concepts within the theme and in the broader world. Finally the students, teachers, families and involved community members come together to participate in a student-centered celebration and demonstration of learning. This allows students to show off their new-found knowledge and skills, while also drawing families and community members into the school. Such an opportunity to shine helps to reinforce the students’ position within the community as a capable person with worthy ideas, and focuses again on the connection between hard work and goal attainment.


\(^{59}\) For a sample school-wide thematic alignment, see Appendix C.


**Integrating the Models**

Teachers at MdM will follow the Montessori curriculum for core instruction in Literacy, Math, Science, Social Studies, Sensorial (pre-math/science), and Practical Life. This curriculum has proven to be successful in giving students the skills they need to exceed grade level expectations in many Montessori schools worldwide, and also allows for maximum differentiation, so that each child’s needs are met while ensuring that they also meet or exceed the standards for each grade level. The Montessori structure also lends itself to oral-language development, and provides authentic opportunities to practice second language skills. Students spend more time working and talking, and less time listening to the teacher. These opportunities are perfect for maximizing the success of the dual language model while preparing students for the collaborative workforce.⁶¹

We will layer our thematic instruction on top of the Montessori curriculum, carefully selecting authentic, highly-engaging, standards-based themes to enrich and extend the science and social studies content at each grade level. The theme will be integrated into every work-time through theme specific self-correcting individual and partner works that address the standards put forth by the state, district and Montessori core curriculum. Community gatherings and project opportunities will allow each teacher and learner to delve more deeply into the thematic subject matter.

The thematic Montessori curriculum will be taught using the 90/10 dual language model. Focusing early instruction in Spanish provides the most advanced academic bilingual outcomes for both English speakers and Spanish speakers.⁶²

Teachers will create standards based project and work opportunities, including guided reading and writers workshop activities, using all available sources and instructional formats. We will especially encourage the use an ever growing MdM toolbox packed with the specific research-based curricular resources and tools with which we are familiar as educators. Teachers will be encouraged to discover and create additional research-based tools which may benefit the specific students in their care.

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The MdM toolbox will initially include the following curricular resources and tools, which can also be found in the Education Program Supplementary Curriculum and Programs section of this charter application, in addition to the many instructional strategies listed in our instructional section:

- Estrellitas Spanish Literacy Program\(^{63}\)
- Reading A-Z materials in Spanish and English\(^{64}\)
- Frogstreet Press Musical curriculum in Spanish and English\(^{65}\)
- Preschool Prep resources for sight word, number, letter, color, and shape recognition in Spanish and English\(^{66}\)
- Count Me In Too numeracy and mathematics\(^{67}\)
- Mexican National Curriculum\(^{68}\)
- Literacy Squared\(^{69}\)

At MdM we will use these tools to weave together exceptionally comprehensive educational opportunities in order to reach the end goal of mastery of standards and a strong, diverse, bilingual community of students, teachers, families and community members. This community will share the vision of generations of graduates who are able to enter into the global and local community in any capacity they choose.

**Grades Served**

MdM will provide education for students aged 3 through sixth grade. Languages are learned most easily at a young age, and studies show that many children (particularly low-income children) are arriving at school without the skills needed for success in Kindergarten.\(^{70}\) Starting with three-year-old students allows children extra years to acquire fluency in their second language, and greatly increases the likelihood that they will graduate from Kindergarten above or on grade level. This decreases the need for remediation during the early years of elementary school, and is a predictor of continued success throughout the child’s educational career.\(^{71}\)

Montessori education operates on 3-year cycles. The school community will comprise Primary Classrooms for children 3 years old to Kindergarten, Lower Elementary rooms for grades 1 through 3, and Upper Elementary classes for 4th through 6th graders.\(^{72}\) The integrity of this three year model is important to the successful implementation of the Montessori philosophy and curriculum.

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\(^{63}\) See [http://www.estrellita.com/](http://www.estrellita.com/)

\(^{64}\) See [http://www.readinga-z.com/](http://www.readinga-z.com/)

\(^{65}\) See [http://www.frogstreet.com/crurmulum.html](http://www.frogstreet.com/crurmulum.html)


\(^{69}\) See [http://literacy squared.org/](http://literacy squared.org/)


Dual language programs are most successful when they continue at least through 6th grade because most students need between 4 and 7 years to completely master a new language. Due to this need for long-term instruction in a second language, consistent matriculation in such a program for the entirety of elementary school is necessary to attain true bilingualism and bi-literacy, and to realize the full potential for academic success that a dual language program can provide. Students who start our program in preschool will be able to attend 9 years at MDM, more than sufficient time to solidify their second language skills. In addition, students who start in ECE will have spent 6 years in the program by the time they take the TCAP test in 3rd grade, insuring that they will have the linguistic skills necessary to do well on the test.

Rationale for serving this population
At-risk students are especially in need of individualized, targeted academic instruction. This environment can help imbue students with the capacity to persevere, a sense of agency for their own education, and cultural competency in the academic community. These attributes build up the student’s social capital which research has confirmed to be an indicator of academic success and academic attainment level. Montessori philosophy and curriculum depend on a daily individual plan for each student. This allows teachers and students to work together in order to build the student’s skills in a holistic manner that leaves them prepared to take responsibility for their own education and seek out the knowledge they need to succeed in the world.

Research clearly shows that there are benefits to integrating student populations in the classroom. Preschool students who come from low SES households enter school with a significantly lower vocabulary than their middle or upper-class peers. When these students are grouped only

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with their similarly low SES peers, their vocabularies do not increase at a pace that allows them to close the vocabulary gap. However, when they are placed in classes with middle or upper income students, the low SES students’ vocabularies increase significantly faster. In addition, there are no negative effects on the middle/upper class students and these students also show an increased rate of academic advancement when enrolled in programs with students of lower economic standing than do their peers in more uniformly affluent schools.\footnote{Kahlenberg, R.D. (2009) Turnaround schools that work: Moving beyond separate but equal. http://tcf.org/publications/2009/11/pb700.}

Low-income students and Spanish speakers bring different experiences and expertise to the school community than do middle-class and English speakers. More affluent English speakers bring the resources and cultural capital common to the middle class and mainstream American culture that Spanish-speaking students cannot usually access at majority-minority schools. We, therefore, seek to enroll a purposefully diverse group of students with regards to culture, economic status, and linguistic background in order to provide an enriching experience for all MdM students and to build a strong, diverse, bilingual community.

For more information about our student recruitment strategies targeted to attracting this diverse population see Community Engagement.

**Implementing our philosophy**

In conclusion, the MdM standards-based Montessori 90/10 Dual Language program built around Authentic Robust Thematic Instruction and the ability for maximum differentiated teaching and learning provides an environment where each student has the opportunity to maximize her own unique potential.

At MdM we know that children learn best when learning is individualized and every child is challenged every day, and we capitalize on this knowledge by working with each child through the Montessori philosophy in order to build long and short-term educational goals and actionable, individualized learning plans with which to reach each goal in a timely manner. We challenge every child every day while working within their zone of proximal development to encourage maximal growth and minimal frustration.

At MdM we know that our curriculum and materials are tools for student learning, and that when the environment and curricula are properly prepared teachers have more time to analyze student outcomes, to plan for individual student success, and to help students remove any barriers to that success. Consequently we will build our program around Montessori’s prepared environment and individualized, self-checking materials in addition to a team of intelligent, dedicated, well-trained educators who can successfully guide students to grow into life-long learners and investigators with the skills and tools for success in their future academic endeavors at any level, and in the world outside of school.

At MdM we know that bilingual learning builds stronger connections and better capacity for brain function than monolingual instruction. We also know that Spanish, as the minority language, must be emphasized in the early grades in order to ensure bilingual success for all students. Consequently, we
will provide our students with the opportunity to excel in education and life through implementation of the 90/10 dual immersion model which has been shown to clearly boost academic performance for a diverse range of learners of multiple language and socio-cultural backgrounds beginning at age 3. This model focuses primarily on Spanish for learners of all language backgrounds for the first few years of school in order to reinforce the language that has the least exposure and lower status in mainstream American culture, purposefully supporting the minority language as a language of value and power within the school community, equal to the status accorded to English outside of the school setting.

At MdM we know that bilingualism is an additive venture. A person’s knowledge is the sum total of their knowledge in all of their languages; instruction in one language builds on, and builds foundations for, instruction in another. We embrace this fact by valuing knowledge and skills in multiple languages and continually leveraging our students’ out of school experiences in their individualized lessons and projects through the construction of authentic themes in which our learners can see themselves as active investigators and position their own experiences within the broader world.

At MdM we know that students learn language best when they experience it in the context of Comprehensible Input, and that children internalize concepts most readily when they experience those concepts in the meaningful context of real-world experiences. As a result we use thematic instruction to provide a context and means to connect knowledge in our student’s first and second languages, and immerse our students in everyday activities that require active participation and communication in both languages. We also rely on concrete materials and lessons that involve the whole child in the active construction of his own understanding.

At MdM we know that deep, purposeful, interrelated investigations of the world around us engage every member of our learning community, build knowledge about the worlds around and within us, and lay the foundation for children to become life-long learners and investigators. As a result we will rely on the individualization of the standards based Montessori curriculum within the framework of authentic robust thematic instruction to allow each teacher and child the space to fully investigate the world around them while pursuing and surpassing given academic standards and individualized educational goals.

At MdM, each child will experience learning at exactly his own level while learning the language and skills he needs to thrive in our 21st century society. At MdM, each child will master the standards, just as she also learns to master her own ability to plan for and attain success.
Education Program: Curriculum

Montessori del Mundo teachers believe that curricula are tools to be used by teachers for the purpose of preparing students for further education and participation in the future bilingual workforce. The MdM curriculum comprises the traditional Montessori curriculum, enhanced with resources from the MdM Toolkit to align with the Colorado State, Aurora Public School District, and National Core Standards creating a differentiated Standards Based Montessori Curriculum, along with MdM thematic curricula rooted in dual language best practices. All Colorado, Aurora, and National Core standards are addressed in the MdM curricula and many are far exceeded. Children in MdM’s Montessori program will not only master the standard curriculum, but also build the skills needed to become life-long learners and responsible citizens of the diverse bilingual local and global communities.

Montessori Curriculum
The Montessori curriculum includes the skills and knowledge that children need and want to acquire as they move through the various developmental stages between the ages of 3-6, 6-9, and 9-12. Students from many different social, cultural, economic, and linguistic backgrounds have participated in Montessori programs around the world to great academic and social effect, meeting and exceeding the academic standards applied to their peers in traditional school programs.81

Montessori is particularly appropriate for a dual language program, which necessarily attracts students from widely varying backgrounds and experiences. These children will arrive at school with vastly different academic and social needs. The Montessori curriculum is designed for the maximum level of individualization needed to address these varying abilities and experiences, and hinges on mastery of skills and concepts by individual students rather than coverage of subjects by the class as a whole. This flexibility allows teachers to challenge every child every day while also helping to build a community of learners with the skills to meet future academic, personal, and professional goals.

All teachers at MdM will be or become Montessori certified by attending training in all aspects of the curriculum and the uses of all of the standard instructional Montessori materials in the classroom. This training will also cover the Montessori philosophy, classroom management, record keeping and observation strategies.82

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86 See http://www.mecr.edu/
MdM teachers will follow the Montessori philosophy and will be held accountable for presenting all the core lessons in the curriculum. Our dedicated team of well-trained teachers will hold each other accountable for the faithful implementation of the Montessori curriculum, creating close horizontal alignment between rooms, as well as vertical alignment throughout the curricula.

Teachers will plan the interdisciplinary authentic themes as a team; they must work closely together to ensure clear thematic integration throughout the curricula even as children switch classrooms during different portions of the day for specific language instruction. Teachers will have common planning time with their teams, and the entire grade level will have time to meet on early release Fridays to ensure their ability to maintain strong thematic alignment school-wide.

In addition to the continuity of care and differentiation provided within each Montessori classroom, the Montessori curriculum is carefully designed to include built-in continuity from the primary room to the lower elementary room, and on to the upper elementary class. Because each child is moving at her own pace as she surpasses the requisite standard skill levels, some works are available in both the primary and lower elementary class, while others span the lower and upper elementary classrooms. For example, children may be introduced to the stamp game (four digit addition, subtraction, multiplication and division) in Kindergarten, yet when they transition to the lower elementary classroom (1-3rd grade) they will find the same material again and will use it to extend and expand their knowledge of operational math that they built in Kindergarten. The typical Montessori classroom contains the curriculum necessary to cover five years of development, the Lower Elementary Classroom which serves students in grades 1–3 contains curriculum spanning grades K-4. This allows the teacher to accommodate 1st grade students in need of remediation, 3rd grade students who are above grade-level and absolutely everyone in between.

The Montessori curriculum defines specific skills to be mastered by students at each grade level in the following subject areas:

- **Language**
  - Oral language
  - Phonemic awareness
  - Phonics
  - Grammar
  - Sight words
  - Decoding
  - Reading comprehension
  - Conventions of writing
  - Handwriting

- **Math**
  - Number sense
  - Paths to abstraction
  - Fractions
  - Operations
  - Decimals
  - Place value
  - Estimation
  - Algebra
  - Geometry
  - Problem solving

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• Science
  o Vocabulary
  o Botany
  o Classification
  o Organization of the living world
  o Geology
  o Anatomy
• Social Studies
  o Conflict resolution
  o Anthropology
  o History
• Geography
  o Geopolitical boundaries
  o Natural land forms
  o Cartography
• Art and Music appreciation
  o Listening
  o Dancing
  o Rhythm
  o Reading music
  o Playing music (bells)
  o Composition (art)
  o Art and music history
• Sensorial
  o Geometry
  o Observation
  o Matching
  o Sorting
  o Classification
  o Following directions
  o Organization
• Practical Life skills
  o Fine motor
  o Gross motor
  o Cooking
  o Sewing
  o Cleaning
  o Following direction
  o Independence
  o Creating and maintaining order
  o Coordination
  o Organization

• Five Great Lessons
  o Traditionally, the Five Great Lessons are used to paint broad strokes in the science and social sciences before moving students on to more specific study of concepts hidden within each broader subject in the Lower and Upper Elementary Curricula.84

  1. Coming of the Universe and the Earth
  2. Coming of Life
  3. Coming of Human Beings
  4. Communication in Signs
  5. The Story of Numbers

The Montessori curriculum is easily adjusted and supplemented for each child or for the entire class in order to ensure broad ranging and deep knowledge of every subject area for every child, and MdM teachers will be encouraged to do whatever it takes to help their students succeed.

Colorado State Standards

The Colorado Department of Education has adapted the Common Core Standards to create a new more comprehensive set of state standards. These standards are available at: http://www.cde.state.co.us/cdeassess/UAS/CoAcademicStandards.html and have been adopted by the Aurora Public Schools. The Common Core standards have been adopted by states across the country to

provide more cohesive and consistent educational expectations across the country. They have been carefully crafted to include 21st century thinking skills and readiness competencies.

**Montessori del Mundo Thematic Curriculum**

MdM Thematic Curriculum will be designed by the MdM Design Team and any MdM teaching staff that have been hired in the spring of 2013. The thematic curriculum will emphasize science, social studies, and oral language development and will be planned with the following considerations:

- Alignment to Colorado State Standards (particularly Science and Social Studies);
- Three-year theme cycle to reflect a child’s three-year experience in one classroom;
- Vertical alignment between Primary, Lower Elementary, and Upper Elementary themes;
- Authentic appeal of thematic content to children and teachers;
- Child’s ability to identify as an active investigator of the theme;
- Potential depth and ability to connect diverse subject areas;
- Support of themes for oral language development;
- Availability of materials in both Spanish and English.

A sample thematic unit alignment is available in Appendix C.

**Supplementary Curriculum and Programs: The MdM Toolbox**

MdM teachers will utilize supplementary curricula or programs from time to time to emphasize particular standards or to address students’ specific needs or interests. Our collection of trusted curricula and programs will no doubt evolve over time, but at present the MdM Toolbox includes the following:

- *Estrellitas* beginning Spanish phonics program
- Count Me in Too math curriculum
- Reading A-Z
- Frogstreet Press
- INEP nutrition program
- Preschool Prep
- Mexican National Literacy Curriculum
- SRA Reading Labs in Spanish and English

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85 See [http://www.estrellita.com](http://www.estrellita.com)
87 See [http://www.reading-z.com/](http://www.reading-z.com/)
89 See [http://inep.ucdenver.edu/](http://inep.ucdenver.edu/)
Montessori del Mundo – Comprehensive Curriculum

The MdM curriculum blends the traditional Montessori curriculum, the skills and knowledge stipulated by the new Colorado State Standards, and the rich educational experiences supplied by our own MdM thematic units with additional programs and tools to meet every student’s needs. At MdM we believe the standards are guideposts marking the minimum skills and concepts that each child must master for success in school and life. Teachers use the MdM curricula and Toolbox of additional resources and programs to facilitate student learning up to and past these guideposts. Teachers will use their unique knowledge of their students and the skills and knowledge these children will require for future successes to choose the most effective tools in order to challenge every child every day. We expect teachers to make these modifications while remaining faithful to the Montessori philosophy and the 90/10 Dual Language model.

The following chart demonstrates this flexibility by cataloging the MdM curriculum’s ability to address every requirement in the Common Core, Colorado, and APS standards successfully.

Curricular Comparison Chart K-6

<table>
<thead>
<tr>
<th>Content Area: Math</th>
<th>New Colorado State Standards (aligned to Common Core)</th>
<th>Montessori del Mundo (comprehensive program)</th>
<th>Montessori Curriculum</th>
<th>MdM Thematic or Supplemental Curricula</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Sense, Place Value, Linear Counting</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patterns, Functions and Algebraic Structures</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Data Analysis, Statistics, Probability</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shape, Dimension and Geometric Relationships</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Memorization of Basic Facts</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operations</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

92 See http://srareadinglbs.com/
93 A complete curricular and standards alignment of the traditional Montessori curriculum and new Colorado State/ National Core Standards is available in Appendix C.
94 For a more detailed breakdown of the specific Montessori lessons and instructional strategies used by MdM to meet the new Colorado State standards for Kindergarten Oral Language and Reading see Appendix C.
<table>
<thead>
<tr>
<th>Mental Math</th>
<th>X</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fractions</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Measurement</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Area: <strong>Literacy</strong></th>
<th>New Colorado State Standards (aligned to Common Core)</th>
<th>Montessori del Mundo (comprehensive program)</th>
<th>Montessori Curriculum</th>
<th>MdM Thematic or Supplemental Curricula</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Expression and Listening</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Phonetic Reading</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whole Word Reading</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Fiction and Non-Fiction Reading</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Writing a Variety of Genres</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Editing and Revision Process</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Grammar, Capitalization, Punctuation, Spelling</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research and Reasoning</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Content Area: Science</td>
<td>New Colorado State Standards (aligned to Common Core)</td>
<td>Montessori del Mundo (comprehensive program)</td>
<td>Montessori Curriculum</td>
<td>MdM Thematic or Supplemental Curricula</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------------------------------------</td>
<td>---------------------------------------------</td>
<td>----------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>Physical Science</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Life Science</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Earth and Space Science</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Area: Literacy</th>
<th>New Colorado State Standards (aligned to Common Core)</th>
<th>Montessori del Mundo (comprehensive program)</th>
<th>Montessori Curriculum</th>
<th>MdM Thematic or Supplemental Curricula</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Geography</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Economics</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Civics</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

See Appendix C for sample scope and sequences from the Montessori Primary classroom.

**Montessori del Mundo Standards**

The Montessori del Mundo team believes that all children can attain, at minimum, mastery of the state and district standards. In many instances the Montessori curriculum expects children to perform well above these standards. At MdM we will hold children accountable to whichever standard is highest: the state standard, the district standard, or the Montessori standard.

The MdM standards will be created using Colorado State Standards, the Aurora Public Schools outcomes as listed on APS standards-based report cards, and Montessori expectations. These MdM standards will be as challenging as, or more challenging than, the highest level suggested within the state, district, and traditional Montessori expectations. Teachers will be able to easily consult the MdM standards chart in order to build Individual Learning Plans and Thematic Units that are based on and address the given standards. The MdM standards reflected on the chart will also appear on the Montessori del Mundo standards-based report card. Please see the following example chart showing the MdM standards Alignment for Math.
Standards Alignment – Kindergarten Math
MdM standards are always at least equal to the most rigorous standards from among APS, CDE, and Montessori. Highlighted areas represent MdM standards that are higher than all three alternative standards.

<table>
<thead>
<tr>
<th>Colorado State Standards (Adapted from Common Core Standards)</th>
<th>APS End of Kinder expectations (as outlined on standards based report card)</th>
<th>Montessori Curriculum End of Cycle Expectations (Kinder)</th>
<th>Montessori del Mundo End of Cycle Expectations (Kinder) – to be reflected on MdM Report Card</th>
</tr>
</thead>
</table>
| **1. Whole numbers can be used to name, count, represent and order quantity** | **Quarter 1** Count objects to 10  
**Quarter 2** Use numbers to represent an object to 10  
**Quarter 3** Counts objects to 20  
**Quarter 4** Uses numbers to represent objects to 20  
Composes and decomposes teen numbers using tens and ones w/ objects | Count to 100 by ones and tens  
Count on from a number in the sequence (bead chains)  
Write numbers 1-100 (100 board)  
Represent numbers up to 9999 with numerals and manipulatives (bank)  
Count objects to 100 | Count to 100 by ones and tens  
Count to 100 by 5s and to 30 by 2s  
Count backwards from 21  
Count forward and backward beginning from a number within the sequence  
Write numbers 1-100  
Represent numbers up to 9999 with numerals and manipulatives  
Count objects to 100  
Identify which number is greater for numbers up to 20  
Identify small groups of objects fewer than 10 without counting |
| a. Use number names and the count sequence. (CCSS: K.CC)  
i. Count to 100 by ones and by tens. (CCSS: K.CC.1)  
ii. Count forward beginning from a given number within the known sequence.  
(CCSS: K.CC.2)  
iii. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.  
(CCSS: K.CC.3) | | |
| b. Count to determine the number of objects. (CCSS: K.CC)  
i. Apply the relationship between numbers and quantities and connect counting to cardinality.  
(CCSS: K.CC.4)  
ii. Count and represent objects to 20.  
(CCSS: K.CC.5)  
 | | |
| c. Compare and instantly recognize numbers. (CCSS: K.CC)  
i. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.  
(CCSS: K.CC.6)  
ii. Compare two numbers between 1 and 10 presented as written numerals. (CCSS: K.CC.7)  
iii. Identify small groups of objects fewer than five without counting | | |

Work on the Montessori del Mundo standards alignment is on-going. Kindergarten standards are completed and available in Appendix D. 3rd grade standards will be completed by October 2012 and a complete list of standards including 6th grade standards will be completed by December 2012.
**Curriculum and Standards Alignment**

The Montessori del Mundo team is working on completing a curriculum alignment that will align the Montessori curriculum and other curriculum components utilized at MdM, such as thematic instruction and supplemental programs, with the new Colorado State Standards. While our work is on-going, a similar product is in use by other public Montessori schools around the state. Please See Appendix C for a complete alignment to the most recent state standards put together by St. Vrain Montessori School.

MdM is working in conjunction with Fort Collins Montessori School (a proposed charter school) and the Colorado Montessori Association to further update the curriculum alignment to the newest Colorado State Standards. We have currently completed the literacy alignment for kindergarten (available in Appendix C) the entire alignment for K-6 will be completed by August 2014.

While all students at MdM will be expected to meet the standards for each grade level through exposure, direct instruction, and practice leading to mastery, each will also be following his or her own individual learning plan. Pupils will be promoted from skill to skill as they show mastery of the previous content.

**Promotion and Retention**

All students will be expected to meet or exceed our academic expectations and Montessori del Mundo standards for academic achievement by the end of each school year. As illustrated in the chart above, Montessori del Mundo standards are inclusive of State, District and Montessori standards and in many cases exceed all three expectations. Due to the multi-age nature of the Montessori classroom, the crucial transition points in our program at which retention or early advancement will be most carefully considered include the transition from Kindergarten to 1st grade and 3rd to 4th grade as well as graduation from MdM in the 6th grade.

Students will be promoted based on their academic skills as well as their emotional maturity level. It is possible that those who excel academically would be promoted from one room to the next in less than three years, just as others may delay their transfer between classes for an additional year. All decisions about early advancement or retention will be made in cooperation with the classroom teacher, the student and his parents, intervention teachers, and the RIT/SIT team leader.

Students will be considered ready to graduate from MdM when they have met the Montessori del Mundo expectations for 6th grade academic standards, in addition to having developed the requisite work habits, social skills, and communication skills that we expect of our graduates. MdM’s 6th grade graduation requirements will be carefully selected to ensure a smooth transition for our students into district middle school programs for 7th grade.
Educational Program: Instruction

The instructional environment at Montessori del Mondo is designed to provide each child with rich experiences targeted precisely to enhance his or her learning. While every child will attain mastery of the curriculum, each child will follow his or her own path which is based on his or her knowledge, skills, and needs. The various instructional techniques in use at MdM will provide the diversity of tools needed to help each child succeed.

Montessori instruction, which relies on individual work done by each child, provides the basis for MdM’s differentiated instruction. Instruction is provided by the teacher on an individual or small group basis, and then the child practices the skill on their own with the Montessori self-correcting materials. The student draws up an individual work plan for themselves with input and approval of the teacher. These work plans are designed to guide them to the materials that will advance them towards curriculum mastery.

Active learning provides a more stimulating and natural experience. The Montessori materials provide hands-on learning that engages the child. Our thematic instruction provides the child opportunities to integrate the skills that they are learning in a meaningful context. Every Friday, each class will engage in a thematic project that will reinforce the concepts they are learning and provide a special activity that the children and teachers can look forward to each week.

Learning new material in an unfamiliar language can be especially challenging, therefore MdM will constantly seek out techniques that help students to master content and language objectives simultaneously. We call this cadre of tools the MdM Toolbox. It is packed with an evolving battery of research based strategies, methods, and materials that have been shown to increase achievement for second language learners. The MdM Toolbox will begin with the instructional strategies and supplementary curricula we list in this section, with the intention of constant review throughout the life of the school allowing for the addition of other valuable tools at the discretion of our dedicated team of capable teachers and administrators. This Toolbox is key to our success at MdM, where every child is learning a new language with the ultimate goal of bilingualism and bi-literacy for all.

The 90/10 dual language model dictates that each grade has a different percentage of their instruction in each language. Each MdM team includes a mix of English and Spanish teachers for each group of children. Since all children will be learning both in their primary and secondary languages, MdM provides specific tools to ensure that languages are not a barrier to learning. These tools are used in the individualized instruction by the teachers as needed for each child, as well as with the class as a whole.

Repetition is important while learning a new language and also while learning content in a second language. Teaching Proficiency through Reading and Storytelling (TPRS) provides a structure that makes

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95 For a clear definition of the MdM Toolbox and its place within the broader MdM Curriculum, please see the Curriculum and Philosophy sections of this document, as well as the more detailed instructional explanations in this section.
repetition by the teacher and the student both natural and fun. Cooperative learning provides not only
time to learn social skills, but time to practice vocabulary with other students. Dictation, a component of
Literacy Squared, provides extra practice for writing.

Much of language acquisition comes from environmental cues. MdM teachers assist their students by
using demonstrations and other sheltered instruction techniques to augment the information they are
providing verbally. Scaffolded instruction allows the teacher to provide each child with the optimal level
of challenge. Movement can also help to reinforce learning for many children.

The MdM classroom provides a wide variety of instructional tools to provide each child with learning
experiences that are focused and targeted to the specific needs of the child. Children at MdM learn the
skills they need at their own pace with specific supports for language learning provided by the MdM
Toolbox.

The Montessori del Mundo Learning Environment

Classrooms will be multi-age and organized into three-year groupings:

Primary Classrooms: ECE (3 years old)-Kindergarten
Lower Elementary Classrooms: 1st-3rd grade
Upper Elementary Classrooms: 4th-6th grade

Students will remain with the same teacher for each three-year stretch. Instruction will be highly
differentiated to meet the individual needs of each child in the classroom, allowing for maximum
remediation or enrichment without any stigma or undue attention attached to the varying levels of
mastery within a single age cohort.

Classrooms will contain the full range of Montessori works appropriate to the grade levels being taught.
Items in the classroom will be purposefully selected, learner-centered, and aesthetically pleasing.
Displays will be at child height, with most being student generated. Children will have the option of
working either at tables or on work rugs on the floor. There will be space for individual and small
group work in every classroom, as well as whole
group circle time.

Montessori classrooms contain appropriate works
and materials to meet a wide range of needs. For
example: Lower Elementary classrooms which serve
students in 1-3rd grade contain materials covering
curriculum and skills taught in K-4th grade, this
allows the teacher to differentiate seamlessly for all
students in their class from a 1st grader in need of
remediation, to an advanced 3rd grader in need of a
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challenge.

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At MdM we value our students’ right to a connection with the outside world, and their need for gross motor and social development. For this reason the outdoor environment will also provide ample space for open-ended play and study for both individuals and groups of all sizes. MdM students are integral members of the community, and as such will be given responsibilities for keeping our indoor and outdoor spaces and materials pleasant, organized, and in good working order.

Class size, structure, and staffing

The following is a breakdown of the classroom size and structure and the MdM staffing model at full implementation.

There will be four Primary Classrooms structured as follows:

1 Teacher per classroom
2 Classroom Assistants per classroom
Students in ECE (ages 3 and 4) and Kindergarten
Class size: 27
Case load: 39

| Primary Classroom |  
|-------------------|---|
| AM –              | Full day |
| 7 ECE 3 year olds | 13 Kindergarteners |
| 7 ECE 4 year olds |
| PM –              |         |
| 7 ECE 3 year olds |
| 7 ECE 4 year olds |

One Preschool Full-day Option classroom:
1 Teacher per classroom
1 Classroom Assistant per classroom
Students in ECE 3 and ECE 4
Class size: 20
Case load: 40

AM –
10 ECE 3 year olds
10 ECE 4 year olds

PM –
10 ECE 3 year olds
10 ECE 4 year olds

Class size = the maximum number of students in the classroom at any given time. Case load = the number of students one teacher is responsible for throughout the academic year.

Each student enrolled in the Full Day Option class is assigned to one of the primary classes for either the morning or afternoon session. In this way we preserve each child’s experience in the three year classroom, and allow students to spend an extended day at school by attending the full day option class for either the morning or afternoon session.

For a more detailed description of the Preschool Full-day Option program see Special Programs
Six Lower Elementary Classrooms:
1 Teacher per classroom (working together in teams of three)
Students in 1st-3rd grade
Class size: 30 for Spanish teachers,
24 for English teachers
Case load: 36 for Spanish teachers,
72 for English teachers

Teachers will share students within triad teams (two Spanish teachers and one English teacher). Children will spend different amounts of time in English or Spanish depending on their grade level and language allocation percentage. In this graphic the yellow lines indicated student movement between the classrooms. For more detailed explanation of the Lower Elementary classroom schedule please see the section on Calendar and Schedule and Appendix A.

Class size = the maximum number of students in the classroom at any given time.
Case load = the number of students one teacher is responsible for throughout the academic year.

Four Upper Elementary Classes:
1 Teacher in each classroom (working together in teams of two)
4th-6th grade students
Class size: 24
Case load: 48

All students in 4th-6th grade spend 50% of their time in English and 50% of their time in Spanish. Teachers teach in teams of two, and share students between their two environments.

Approach to curriculum and lesson planning

Teachers will practice a standards-based approach to guide their planning and curricular choices. Sources utilized will include the Montessori Curriculum, the teacher-created dual language thematic units outlining the projects, activities, and objectives woven into each theme, as well as the MdM Toolkit of resources and programs. Teachers will strategically weave these resources together to build individual learning plans for their students that will lead to successful completion of the academic standards within a reasonable time period while helping each child to develop into a responsible bilingual scholar and citizen.
Teachers will plan their instruction during the Montessori work block on a per-student basis considering each child’s individual needs across subject areas. (See Appendix C for sample Montessori Work Block Lesson Plan). Teachers are expected to use their observations, anecdotal notes and record keeping documents to help them plan instruction that meets the expectation to challenge every child every day.

Teachers will practice backwards-design lesson-planning to plan their interdisciplinary thematic units. Each interdisciplinary unit will culminate in a “demonstration of learning.” This might be a project, a presentation, or an oral report. Ideally these demonstrations will be public celebrations, and parents will be invited to see what their children have accomplished. Demonstrations will be designed to illustrate a mastery of the standards the individual child has been working on as well as the student’s individual interests in the thematic base.

**Instructional Methods and Strategies**

*Montessori Work Time – Core Academic Instruction Using Individualized lessons:*^98^  

Core instruction at MdM occurs during the highly differentiated Montessori work time and is designed specifically to challenge every child every day. Montessori work time is built around the creation of individual trajectories of growth for each individual student. Most lessons are taught one on one or in small groups. Lessons are structured for mastery so that each student has the chance for success at their own pace. No student is too low, or too advanced, for the Montessori curriculum because its basic format is built to meet every student right where she is in every subject.

Ed Stanford, Master of Education from Loyola University, explains the depth and breadth of Montessori differentiation as follows:

> “Dr. Maria Montessori discovered a brilliant and elegant solution to the challenge of meeting every child’s needs. She created, tested, and refined this solution through observation and (the use of) auto-didactic (self-teaching) materials to convey particular knowledge to children.”^99^

The spindle box is an example of auto-didactic design. It consists of a wooden box with 10 compartments labeled 0-9 and 45 wooden spindles (rods). The teacher shows the child how to carefully count the rods and place them into each compartment. Once the child has been shown how to do the work he may choose to practice it at any time. This work contains two “controls of error.” If the child mis-counts the spindles he either run out, or have too many left over at the end of the work, thus signaling to him that he needs to re-check his work. If the child forgets how to read one of the number sequences, he can count up the numbers on the box (as with a number line) to remind himself of which number it is. In this way even very young children of 3 years old are able to be independent in practicing and mastering the very important skill of counting to 10.

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^97^ See Appendix C for a sample lesson plan for Montessori work time.  
Children have an ever expanding set of materials so they can choose to either practice something familiar, or to challenge themselves, providing hours of self-directed learning. This allows the teacher to continually assess and observe as they move from child to child, presenting new materials as needed.

Dr. Montessori understood the need for an individualized learning experience over a hundred years ago, and her approach lives on today, an elegant and effective model of differentiated instruction for children of the 21st century.

*Individual Montessori Work Plans:*

Individual Work Plans are used in the Montessori classroom to differentiate the sequence of work for each individual student and make sure they are working in the zone of proximal development. The use of work plans also helps children to develop skills for planning their day and budgeting their time, and holds them accountable to complete the work they set out to do. The assigned works can include specific language works, or goals involving vocabulary or oral language, as well as works or goals in literacy, math or other academic content. These plans, most often produced as a graphic organizer or chart by the student with guidance from the teacher, help students to learn to be organized and focused while moving them forward at an appropriate pace to ensure mastery of academic standards.  

*Active, Child-Centered, Hands-On Learning:*

Piaget’s research indicates that children learn best through physical experiences. He considered involvement through the physical manipulation of objects to be the key for intellectual development. These components are key to a Montessori approach of instruction. At MdM, as in all Montessori Classrooms, we agree with his assessment of the importance of hands-on activities. Activity-centered classrooms encourage student creativity in problem solving, promote student independence, and help all students succeed.

*Thematic Instruction and Experiential Learning:*

Integrating content and language goals through rich, authentic, thematic study effectively engages students and allows for maximum differentiation. It also provides reason and motivation to master vocabulary, and space and an authentic venue for practicing new vocabulary, while communicating about common concepts and interests within the academic content. Examples of rich authentic themes include “We are paleontologists!” and “What is art?”  

In addition to new Montessori works that...
incorporate each theme, MdM will provide two enrichment activities based on the current theme: experiential learning and the Friday Theme Project.

Each theme will include experiential learning opportunities in the form of field trips and real world experiences connected to the topic being studied. Students studying Westward Expansion might visit the Plains Conservation Center in Aurora to learn about life in sod homes, to experience what a one room school house was like, and to get a sense for life on the plains during the time period they are studying. Another group of students immersed in the study of plants may visit the Botanic Gardens or Delaney Farms to participate in a planting project, while also cultivating plants in the classroom and on the school grounds. Students engaged in the study of community may take a walking tour of the neighborhood and interview community members to create a community guide book, or create their own photo map of the neighborhood with information for their families and friends about available community resources. Every learning standard can be connected to some part of the world outside of school through a shared experience, creating maximum engagement and deeper understanding.

Experiential Learning enjoys support across the educational community, as evidenced by the following support from UC Davis’s School of Education:

“Experiential learning is a teaching methodology where focus is placed on the process of learning and not the product of learning. Experiential learning is learner and activity centered and creates an environment where learners can reflect and apply their experience to real world situations. However participating in an experience is not enough, and in order for an activity to truly be called experiential, it needs to encompass the following elements: exploration, sharing, processing, generalizing, application.

Experiential learning is a wonderful teaching method for engaging learners and getting them to think creatively. It requires letting go of "perfect" end products and embracing the experience of learning. It changes the role of the teacher to being a facilitator as opposed to the holder of information.”

Students complete a “Friday Project” each week which ties together their thematic and skills learning for the week and often includes an artistic component. The Thematic Friday Project will be a highlight of the week. Each classroom is scheduled for a 2 hour “Friday Project” block during instructional time at the end of each week. These projects will be designed by the teacher and will include the following components:

- Tied directly to thematic instruction – summarizes/illustrates or introduces a thematic concept currently being studied
- Academic Component – the project requires students to do research, produce a written document, do mathematical computations or in other ways practice academic skills in a real context. This should not be a piecemeal effort at adding busy work to the project but should be meaningfully integrated into the project and require a robust amount of work on the part of the students.

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• Artistic/Fine Motor/Product component – the project should ideally produce a product or at minimum an experience through which kids can learn the academic component. The best projects will have multiple goals including allowing children an opportunity to demonstrate their learning non-linguistically through artistic representation, and encouraging children (particularly in primary and lower elementary classrooms) to work on their fine motor skills and concentration. Whenever possible projects should be displayed in the hall or taken home so parents can see what children are learning at school.

• Teachers may choose to do projects in multi-age home rooms, or to separate students by grade level for the Friday project in order to provide a more targeted project that is differentiated to each grade level’s abilities.

Projects should be highly engaging, multi-step, and authentic learning experiences. In the design team’s experience teaching, children who engage in weekly robust and multi-step projects have more confidence in themselves, learn to complete tasks both academic and non-academic even if they are long or complex, develop the ability to concentrate and stick with a task, are proud of their work and excited to share it with their parents and LOVE coming to school on Fridays.

**Literacy Squared:**

The Literacy Squared project at CU Boulder has resulted in a collection of highly effective, research based strategies for improving literacy outcomes for bilingual students in dual-immersion settings. It is described as follows:

“In 2004, researchers at the University of Colorado, colleagues from the Pearson Learning Group and seven school districts in Colorado and Texas began pilot testing a bi-literacy intervention program for Spanish/English speaking bilingual elementary school children that would simultaneously accelerate their literacy development in both languages. The first full implementation of Literacy Squared began in the fall of 2005, and Phase I was completed in the spring of 2009. Phase II is being implemented from 2009 through 2012 in 13 schools in Oregon and 3 schools in Colorado. The Literacy Squared intervention is both research-based and research-tested. Its conceptual framework draws on research that posits that a dire need exists for a new theory about literacy instruction for bilingual children (Bernhardt, 2003; Grant & Wong, 2003), and that second language literacy acquisition is greatly enhanced if learners are literate in their first language (August & Shanahan, 2007).

The framework is based on three research-based concepts that suggest that the improvement of schooling for emerging bilingual children can be accomplished via programs that develop bi-literacy through attention to literacy in Spanish as well as English, attend to the quality of instruction, and plan instruction to include direct and explicit attention to cross-language connections. This means that the language of instruction for literacy includes both Spanish and English, and that instruction in these two languages is planned in purposeful and intentional ways to create trajectories toward bi-literacy. The Literacy Squared intervention includes authentic instructional approaches in Spanish and English that respect and attend to the internal structures of each of the languages, emphasizing direct, explicit, and collaborative instructional approaches that have proven to be beneficial for emerging bilingual children. Instruction is
planned to include direct and explicit attention to cross-language connections to enable children to learn how to use both of their languages in strategic ways to enhance their bi-literacy development.”

While referred to here as an intervention, at Montessori del Mundo, Literacy Squared techniques will be used as part of our universal instruction for all students. One particularly valuable method is Dictation/Dictados.

During Dictation/Dictados the teacher reads a passage for the student or students to write down. She then uses the errors in the student writing to structure future mini-lessons in vocabulary and grammar. The same sentence is used over a period of days as students gain mastery of the targeted concepts, grammar, spelling, and/or punctuation.

Comprehensible Input:

The use of comprehensible input in second language instruction has a big impact on students’ ability to understand instruction and gain fluency in language. MdM will employ strategies to ensure that students are able to access instruction even if it is not in their first language, and to facilitate their language development and fluency in both English and Spanish. One such strategy will be Teaching Proficiency through Reading and Storytelling (TPRS).

“TPRS builds proficiency in the use of grammatical structures by having the students read and invent stories. The structures are not explained at length, nor are the students drilled in grammatical paradigms. Instead, the teacher creates a context in which the target structures and vocabulary return repeatedly within a conversation. In this context, students acquire proficiency in a natural, conversational way. They are not learning about the language; they are learning to use the language.

A TPRS lesson progresses in three phases.

- Establish meaning. The teacher presents linguistic structures and vocabulary through spoken examples in the target language, and ensures student comprehension through gestures and writing target structures on the board in the target language and in the students' native language.
- Reinforce the structures by "asking" a story. In the target language, the teacher introduces the outline of a story and asks students to provide the details. The teacher solicits student responses by asking who/what/when/where/why/how questions, thus continually recycling both the vocabulary and the target grammar. The student's answers build the story. Students are encouraged to be creative.

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105 Literacy Squared [http://literacysquared.org/home.htm](http://literacysquared.org/home.htm).
106 Literacy Squared [http://literacysquared.org/home.htm](http://literacysquared.org/home.htm).
Reiterate the material through reading and discussing a similar story that the teacher has prepared in advance in the target language. Verify comprehension by having students translate this second story in writing. Repeat the target structure by asking who/what/when/where/why/how questions about the story, and about the students themselves. Asking the students questions about themselves (PQA, or Personalized Questions and Answers) keeps them actively involved in the entire process.107

Sample Kindergarten TPRS story

Theme: Dinosaurs

Academic Vocabulary: “look for” “find” “fossil” “paleontologist”
Social Vocabulary: “(name)’s house” (possessive form) “I feel sick”

Plot of the story: Two paleontologists are out looking for fossils. They look and they look (include various places they looked). They find a fossil and take it to a museum. One paleontologist feels sick and goes home. The other goes looking for a partner. She goes to ___’s house, they can’t help. She goes to ___’s house, they can’t help. She goes back to the first paleontologist’s house, he’s feeling better. They go look for fossils together again.

The goal is to tell the story while constantly repeating the target vocabulary in a context that is engaging and comprehensible to the students:

Ana wants to look for fossils, but she needs a friend...where should she go? Megan’s house! Ana wants to look for fossils, what does she want to look for? She wants to look for fossils. Ana goes to Megan’s house. Wait, did Ana go to Josh’s house? No! Ana did not go to Josh’s house, Ana went to Megan’s house. Did Ana go to Megan’s house or did Josh go to Megan’s house? Right! Ana went to Megan’s house. Why did Ana go to Megan’s house? She wants to look for something. Does she want to look for Megan’s house? No, she wants to look for fossils. Ana went to Megan’s house because she wants to look for fossils.

**Scaffolded Instruction:**

Scaffolded instruction helps each child to attain complex skills or an understanding of complicated concepts by breaking the final goal down into more manageable steps. It is widely used in Second Language and Special Needs instruction, and research has shown it to be an effective intervention as well as a mainstream strategy for boosting student achievement.  

Hogan and Pressley (1997) identify eight essential elements of scaffolded instruction. Note that these elements do not have to occur in the sequence listed.

- Pre-engage with the student and the curriculum: The teacher considers curriculum goals and the students’ needs to select appropriate tasks.
- Establish a shared goal: Students become more motivated and invested in the learning process when the teacher works with each student to plan instructional goals.
- Actively diagnose student needs and understandings: The teacher must be knowledgeable of content and sensitive to the students (e.g., aware of the students' background knowledge and misconceptions) to determine if they are making progress.
- Provide tailored assistance: This may include cueing or prompting, questioning, modeling, telling, or discussing. The teacher uses these as needed and adjusts them to meet the students' needs.
- Maintain pursuit of the goal: The teacher can ask questions and request clarification as well as offer encouragement to help students remain focused on their goals.
- Give feedback: To help students learn to monitor their own progress, the teacher can summarize current progress and explicitly note behaviors that contributed to each student's success.
- Control for frustration and risk: The teacher can create an environment in which the students feel free to take risks with learning by encouraging them to try alternatives.
- Assist internalization, independence, and generalization to other contexts: This means that the teacher helps the students to be less dependent on the teacher’s extrinsic signals to begin or complete a task and also provides the opportunity to practice the task in a variety of contexts.

**Cooperative Learning:**

Children in the Montessori primary classroom usually work alone or in small groups. As they enter the elementary classrooms, children have a natural desire to work on projects together. The teacher is careful to oversee the formation of such groups so that the experience will be educationally and socially beneficial for all students involved. Cooperative learning is particularly effective in the Dual Language model because it allows students from different language backgrounds to pool their knowledge and

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work together to solve a problem or complete an assignment. This not only strengthens the children’s oral and written language skills, but also builds a sense of bilingual community and collaboration.

There is ample support for cooperative learning in traditional and Montessori settings, as evidenced by the following information from Kennesaw State University’s Education Department:

“Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

Cooperative efforts result in participants striving for mutual benefit so that all group members:

- Gain from each other’s efforts.
  - ‘Your success benefits me and my success benefits you.’
- Recognize that all group members share a common fate.
  - ‘We all sink or swim together here.’
- Know that one’s performance is mutually caused by oneself and one’s team members.
  - ‘We cannot do it without you.’
- Feel proud and jointly celebrate when a group member is recognized for achievement.
  - ‘We all congratulate you on your accomplishment!’

Total Physical Response:

The pre-cursor to TPRS, TPR is particularly effective for learning verbs and commands, while TPRS is preferred for instruction of complex grammatical structures and phrases.

TPR is commonly used in both ELA and mainstream education. Students move their bodies while singing, responding to a command, telling a story, defining a word, or answering a question in order to reinforce

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113 http://edtech.kennesaw.edu/intech/cooperativelearning.htm#activities.
the concept and to jog their memory. It is used effectively for vocabulary development and to reinforce and establish routines and processes.114

**Sheltered Instruction:**

Sheltered instruction strategies have been used for ELL instructions since the 1980’s. Since all students at MdM will be in their second language for at least part of the day, Sheltered Instructional Strategies will be utilized with great frequency.

Brown University’s Education Alliance defines Sheltered Instruction Strategies as:

> “Sheltered English Instruction is an instructional approach that engages ELLs above the beginner level in developing grade-level content-area knowledge, academic skills, and increased English proficiency. In sheltered English classes, teachers use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in the content area to students. Learning activities that connect new content to students’ prior knowledge, that require collaboration among students, and that spiral through curriculum material offer ELLs the grade-level content instruction of their English-speaking peers, while adapting lesson delivery to suit their English proficiency level.” – Brown University Education Alliance.115

The use of demonstrations is advised by many sources on ELL and ELA education. Many Montessori lessons, including the Three Period Lesson, are based on demonstrations by the teacher using realia and visual aids. Such methods help to reinforce concepts and vocabulary while allowing students to progress in content areas as well as language mastery even while in the “pre-productive” stage of language acquisition.116

**Instruction Conclusion**

The dedicated MdM teaching team will have a wealth of teacher-tested, research-based instructional strategies at their fingertips from which to select at any moment the most effective tool for each specific student and each specific learning goal. They will be expected to employ these strategies to the greatest possible effect while also implementing the Montessori curricula within the 90/10 Dual language framework and drawing as needed from the MdM Toolbox of supporting resources. Our goal is to build a diverse, integrated, bilingual community of students, teachers, families and staff members who will be an integral part in strengthening the broader local and global communities of which they are a part.

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Rationale for Specials Classes

Research has shown that student engagement increases when students have access to specials curriculum. When these specials classes, like art, music, and physical education (PE) increase student engagement, they also boost academic achievement, self-confidence, and overall student success.¹¹⁷

Students in high-quality school music programs score higher on standardized tests compared to students in schools with deficient music education programs, regardless of the socioeconomic level of the school or school district. Students in top-quality music programs scored 22% better in English and 20% better in math than did students in deficient music programs. Students at schools with excellent music programs had higher English and math test scores across the country than students in schools with low-quality music programs. Students in all regions with lower-quality instrumental programs score higher in English and math than students who have no music at all.¹²⁸

Research provided by the National Assembly of State Arts Agencies shows that students who have had more than four years of arts education out-score their peers without this same advantage by an average of 38 points on the verbal SAT and 58 points on the math SAT. In addition, a research paper called Critical Link by the Arts Education Partnership documents 65 distinct positive relationships between student exposure to the arts and those same students’ future success.¹²⁹ Students at MdM will be more highly engaged, have greater facility with language and expression, and be more socially able to interact with others in positive ways due to our arts and physical education programs.¹³⁰

Specials Classes offered

Art, Music, and Physical Education will be offered at MdM from the start. We will consider the feasibility of offering additional specials programs, such as gardening or computers, as we grow out our program. We hope to continually enrich our offerings in order to increase engagement and achievement even further as we move into year six of our program.

¹¹⁹ http://www.nasaa-arts.org/Research/Key-Topics/Arts-Education/index.php
Scheduling of Specials Classes

The Montessori curriculum requires extended, uninterrupted work blocks in order to increase concentration and help children to take responsibility for their own time and learning. With this in mind, specials classes will be chunked together for our Lower and Upper Elementary Students. Students from one class pod will attend specials at the same time in three groups segregated by age (1st graders in one group, 2nd graders in another and 3rd graders in the third group). Each group will have 16-24 students and will rotate between the three 40 minute specials classes. Each elementary student will complete this specials rotation twice a week. Kindergarten students, by contrast, will have specials for one hour each day, 30 minutes of PE and 30 minutes of Music or Art. Kindergarten specials will be held on Monday through Thursday. Due to time constraints, as well as the developmental needs of the students, we will not offer specials for preschool students. Classroom teachers will address art and music standards for pre-school students through Montessori work time, Community Circle, and Friday Projects.

The School Health Index recommends 150 minutes of Physical Education each week for each child. In order to come closer to meeting this benchmark we’ve added 60 minutes of “Friday Field Games” for each class. Friday Field Games will be staffed by the PE teacher with support from classroom teachers. These celebrations of traditional games and sports will give every student the opportunity to further develop her gross motor and negotiation skills as well as her ability to understand and abide by simple and complex rules. Additionally they will provide time for the PE teacher to instruct students on cooperative games and sports which students can then spontaneously choose to play during their recess time.

Friday Field Games are a fun way to exercise, meet PE standards, and learn good sportsmanship. The addition of Friday field games to our schedule also allows us to meet the 150 minutes of PE/week recommended by the School Health Index.

Staffing of Specials Classes

MdM will employ a full time PE teacher, while the Music and Art teachers will work Monday through Thursday and be .8 FTE. If an additional special is added in the fourth year of the program, either the Music or Art position will be combined with the Gardening position such that each position is 0.4. (Example: 1.0 PE, 0.4 Music, 0.4 Gardening, 0.8 Art.) Due to smaller class sizes in our initial years of operation, this full staff implementation will not take place until year 7 of our school’s operation.

Ideally, all of our specials teachers will be bilingual. If that is not possible, then they will be a combination of Spanish speaking and English speaking so as to ensure that at least 50% of specials will be taught in Spanish. For example, we could have a Spanish speaking PE teacher, a bilingual Art Teacher, and an English speaking Music teacher.

All specials teachers must meet Highly Qualified expectations by having a bachelor’s degree and passing the PLACE exam for their subject area. Licensed Educators will be hired whenever possible.

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121 Specials are scheduled in 45 minute blocks to allow for a 5 minute transition.
Specials Curriculum

The MdM Specials Curriculum will address the Colorado State Standards for each specials subject and also include facets of the MdM thematic instruction when appropriate. For example, if the theme in the regular classroom is space, the music teacher could select a listening analysis example from “The Planets,” a song for vocal practice with the subject of space, and a drum rhythm lesson based on the classroom vocabulary about space. Meanwhile, the art teacher could do a variety of art projects, within the space themes. The physical education teacher could also reinforce basic space principles like gravity and acceleration, as well as other creative applications like naming activity stations using classroom vocabulary concerning the current theme.

The sixty minute block of Friday field games facilitated by the PE teacher will utilize the Playworks games and structures to ensure that all kids are enjoying physical activity during “Friday Field Games” time. The PE teacher will be trained in Playworks. Sometimes the PE teacher will meet with smaller groups to teach new games while the rest of the children rotate through Playworks games supervised by other classroom teachers. During other Friday field games students will lead each other in Playworks games with the PE teacher offering support and supervision. For more information about Friday field games see the Annual Calendar and Daily Schedule section.

Rationale for Preschool Full-day Option Class

We anticipate that many parents who send their children to MdM will work full time. For those families a half-day preschool schedule can be a hardship. Even ignoring this practicality, there are many preschool students who would benefit from a full day academic option, while some families may prefer to send their children to school for only a half-day. In order to provide families with maximum scheduling flexibility, we’ve created the Preschool Full-day Option Class.

Scheduling and Logistics of the Preschool Full-day Option Class

Students enrolled in the preschool full-day option class will attend school from 8:30-4:00 each day (the same schedule as a student in K-6. Students will be assigned to a primary classroom for either the morning or afternoon session, and to the preschool full-day option class for the other half of the day. From 11:30-1:00, when half-day preschoolers are at home, full-day option students will have lunch, nap and time to play outside.

The morning and afternoon session of the full-day option class will look much like the morning and afternoons in the primary classrooms.

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122 See http://www.playworks.org
123 See http://www.playworks.org/training/training-faqs
See Appendix B
Curriculum and Program in the Full-day Option Class

The goal of this class is to provide parents with childcare, create as much consistency as possible in each child’s day, and provide supplemental school support for students who enter preschool with a deficit of academic exposure. The full-day option class will provide additional time with the Montessori materials (with the exception of some of the more advanced Kindergarten materials), and teachers will follow the same thematic units students are engaging within their primary classes. Art, Practical Life, Sensorial and Science areas will be of particular focus in the full-day option class.

Staffing of the Full-day Option Class

The full-day option class will be staffed by a Montessori trained lead teacher and, if class enrollment includes more than 10 students in either session, a classroom assistant will also be employed. Because no K-6 students will be enrolled in this class, these teachers are not required to meet NCLB Highly Qualified Teacher Status. Our preference in hiring highly qualified teachers will remain but we may consider other applicants as well.

Funding for Preschool Full-day Option Class

Students enrolled in the Preschool Full-day Option class will pay the full-day tuition rate (slightly less than twice what they pay for half-day preschool). Additional revenues will be available through the CCAP program for students who qualify for full day care. These revenues are calculated at $26.50/day for students who reside in Arapahoe County.

How children will be selected to participate in this program.

Parents whose students are enrolled in the regular primary program may register their child for the full-day option class if space is available as soon as they have confirmed their enrollment at MdM. Parents may continue to consider and choose the full-day option on a rolling basis as long as there is space available.

Students who were placed on the MdM waitlist for preschool may be invited to register for open spots in the full-day option class after June 1st each year.

Preschool students in need of additional school support and interventions as identified through the school Response to Intervention (RtI) process may also be enrolled as part of their intervention plan if space is available. For more information about MdM’s RtI process see the Students with Special Needs section.
Before/After School Care

Montessori del Mundo cannot currently offer before or after school care. We are interested in researching additional partnerships with organizations that sponsor before and after school care and we may contract out these services. Ideally we’d like to offer care from 6:30-8:30 AM and 4-6 PM to accommodate working parents’ schedules.

Summer Programming

At this time, Montessori del Mundo does not have plans to offer summer school or summer programming.

Friday Afternoon Club

MdM’s schedule allows for an early release day every Friday in order providing time for teachers to meet, learn, and plan. We are currently exploring options for organizing a Friday Afternoon Club where parents could elect to send their children if their work schedule makes it impossible for them to pick their children up early on Fridays. This program might be organized and staffed by parent volunteers, other volunteers such as students in a teacher preparation program, Americorp volunteers, or might be contracted out to an outside service. All efforts will be made to ensure that programming during Friday afternoon club is aligned with the school’s mission and vision.
**Education Program: Calendar and Daily Schedule**

**School Year Calendar Narrative**

The school day at Montessori del Mundo will be from 8:30am-4pm Monday-Thursday; on Fridays school will go from 8:30-2:00 to allow for teacher professional development. The teacher work day will be from 8:00-4:15 Monday-Friday. The traditional instruction day in Colorado is 6 hours, state law requires 990 instructional hours/year for elementary school students. APS Elementary Schools have an average of 6.5 hours of instruction/day. MdM will have an average of 7.1 hours of instruction per day, and 1278 hours/year. It will be our policy to leverage these extra minutes a day to provide children with adequately long recess and extended uninterrupted work periods, as well as providing teachers with ample planning time.

At Montessori del Mundo we will build a school calendar that provides a minimum of the national average of 180 student contact days (APS 2012-2013 calendar includes only 173 student contact days). The MdM calendar will also include five days for teachers to set up classrooms, do home visits and plan at the beginning of the school year and two days at the end of the school year to close up classrooms for the summer.

The following chart provides a comparison of Colorado averages, national averages and Aurora Public Schools Elementary schedules with the Montessori del Mundo proposed calendar.

<table>
<thead>
<tr>
<th></th>
<th>Colorado State</th>
<th>National Average(^{125})</th>
<th>Aurora Public Schools (Elementary Schools)</th>
<th>Montessori del Mundo Proposed Calendar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours/Day</td>
<td>6 hours</td>
<td>6.7 hours</td>
<td>6.5 hours</td>
<td>7.1 hours/day (average)</td>
</tr>
<tr>
<td>Student Contact Days/Year</td>
<td></td>
<td>180 days</td>
<td>173 days</td>
<td>180 days</td>
</tr>
<tr>
<td>Hours/Year</td>
<td>990 Hours/Year* required by state law</td>
<td>1206 hours/year</td>
<td>1124.5 hours/year</td>
<td>1278 hours/year</td>
</tr>
<tr>
<td>Supplemental Hours at MdM above this requirement</td>
<td>288 additional hours/year at MdM</td>
<td>72 additional hours/year at MdM</td>
<td><strong>153.5 additional hours/year at MdM</strong></td>
<td></td>
</tr>
</tbody>
</table>

\(^{124}\) [http://aurorak12.org/schools/bell-schedules/](http://aurorak12.org/schools/bell-schedules/)

\(^{125}\) National Average: [http://nces.ed.gov/surveys/pss tables/table_15.asp](http://nces.ed.gov/surveys/pss tables/table_15.asp)
This schedule amounts to the equivalent of adding 23 instructional days to the average APS elementary school schedule. We estimate that an additional 10 days of instruction results in an increase in student performance on state math assessments of just under 0.2 standard deviations. (http://educationnext.org/time-for-school/). Our added time in class will result in a significant advantage for MdM students on standardized assessments.

At MdM we value teacher collaboration and professional development. School will dismiss at 2 o’clock every Friday to allow the staff time to meet as a whole group for professional development, grade-level collaboration, and to work in vertical teams with teachers from other grades. This time will also be used for intervention teacher(s) to meet with classroom teachers and insure that intervention instruction is being accurately targeted. Adding this release time into our schedule will provide us with adequate time for teacher PD and planning, help with teacher retention, and aid us in avoiding teacher burn-out. Scheduling early release PD days on Fridays is most convenient for our parents and families and ensures that teachers have time to finish their planning for the next week. Weeks that do not include a Friday will not include an early-release day.

Every effort will be made to follow the APS calendar as closely as possible. However a few changes may be made in order to accommodate teacher professional development programs, to allow teachers adequate time to analyze student data, change out materials and works as themes change, and plan for the next unit’s instruction. The proposed calendar projections are for the 2012-2013 school year (see Appendix A) – we recognize that Montessori del Mundo will not open until the fall of 2013. Calendars for APS and other training programs such as MECR are not yet available for 2013. The proposed 2012-2013 calendar illustrates the process MdM will go through in adapting the district calendar to meet our instructional needs.

Rationale for Start of School Calendar:

Teachers attending the Montessori Education Center of the Rockies Montessori certification program complete their training on August 3. Thus the report date for teachers will not be until August 7th to accommodate those teachers and provide them with a three day weekend break before starting school. Teachers will have 4 days for classroom set up and teacher professional development, the Saturday prior to the start of school will be reserved for home visits. Teachers and Classroom Assistants are expected to schedule a full day’s worth of home visits with priority for new and high risk families. This home visit day is part of the 5 teacher work days at the beginning of the year, Monday Aug 6th is considered a comp day for Saturday home visits.

Classroom Assistants who are new to Montessori del Mundo will be asked to report on July 30th and will spend the week of July 30th to Aug 3rd in a MdM Boot camp where they will be trained on Montessori Philosophy, Montessori classroom management, and how to give basic lessons so they will be prepared to assist teachers from day 1.

Lower and Upper Elementary students new to their respective classes (either students who are new to the school or 1st or 4th graders) will start school on Aug 13th. Returning Lower and Upper Elementary School students in 2nd, 3rd, 5th or 6th grade will start school on Aug 14th.

126 All dates in this section refer to the sample 2012-2013 calendar.
Due to the nature of Montessori work time it is important to stagger the first day of school for children. Elementary students new to their respective classrooms will arrive at school for an orientation on Aug 13th so that they are better prepared for the return of the rest of the students on Aug 14th. The following primary classroom (ECE/Kindergarten) schedule accommodates the special needs of a Montessori classroom at the beginning of the year.

Schedule for the first two weeks of school:

<table>
<thead>
<tr>
<th>Mon - August 13th</th>
<th>Tues - August 14th</th>
<th>Wed Aug 15th</th>
<th>Thurs Aug 16th</th>
<th>Friday Aug 17th</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Elementary School Students</strong>&lt;br&gt;First day – ½ day (8:30-11:30)</td>
<td><strong>First day for Returning Elementary Students</strong> – ½ day (8:30-11:30)</td>
<td>Regular Schedule for Elementary Students (full-day)&lt;br&gt;<strong>Kindergarten first Full day</strong>&lt;br&gt;<strong>First day for Returning 4 year olds</strong> (AM and PM sessions)</td>
<td>Regular Schedule for Elementary Students, Kinders, and returning 4 year olds&lt;br&gt;<strong>First day of school for all 3s</strong></td>
<td>Regular Schedule for Elementary Students, Kinders, and returning 4 year olds&lt;br&gt;<strong>Regular schedule all students</strong></td>
</tr>
<tr>
<td><strong>Kindergarten First day</strong> – ½ day (8:30-11:30)</td>
<td><strong>12:15-4:15 screening assessments for new students in K-6, new preschool student orientations</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:15-4:15 screening assessments for new students in K-6, new preschool student orientations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Daily Schedule Rationale

The daily schedule is crafted with the following goals in mind:

1. Long uninterrupted Montessori Work Blocks
2. Adequate planning time for teachers (510 Minutes/week + 135 min of PD/Data Team/Team Planning time on Fridays)
3. Common planning time for co-teacher teams
4. 150 Minutes of Physical Education/week (as recommended in the School Health Index)
5. Compliance with Office of Civil Rights agreement of 40 min/day English Language Development (ELD) block for all Limited English Speakers
6. Fidelity to 90/10 language allocation model

Components of the Daily Schedule:

Montessori Work Time

Montessori Work Time is the heart and soul of instruction in a Montessori classroom. The work block should be long and uninterrupted to allow for children to concentrate on their works. During this time teachers give lessons one on one or in small groups in all core subject areas including: math, writing, reading, science, social studies, sensorial, practical life, etc. Teachers also hold small group lessons for writer’s workshop and guided reading as well as reinforcing phonetic and grammar based literacy skills, oral language development, math skills and thematic instruction.

**We value uninterrupted work time:**
Montessori Work Block lasts for 2 hours at a time in ECE-K and between 2.75 and 3 hours at a time in 1-6th grade.

Montessori works, which are the core of the Montessori curriculum, are carefully designed activities which are made to teach a specific skill or content knowledge. Works are designed to be self-correcting, which means that it becomes apparent to the child when they have made a mistake. For example: in a counting work such as the Spindle Box where a child places one rod (spindle) in a box that says 1 and two in the box that says 2 all the way up to 9, there are exactly the correct number of spindles for all the numbers. So if the child discounts they will either run out of spindles or have some left over which lets them know they have made a mistake and need to practice again. Once the child has been shown how to do this work by a teacher, they can practice as often as they need to in order to master the skill of counting rods 1-9.

Children are expected to practice works they have been presented in order to master the skills each work targets. Children may work individually or in pairs or small groups. They choose which order to complete their activities in but they are required to do work in reading, writing and math during each Montessori work block.
It is difficult to say what percentage or amount of time out of the Montessori work block is spent in Math, Reading, or Writing, because some students may be working on Math while others are doing Writing and still others are working on Science. Each child has their own individualized learning plan and needs the flexibility to transition between subjects when they are ready. Teachers, however, will be required have a system for holding students accountable for completing an appropriate amount of work in each subject area, though the students may choose the order in which to complete them. Teachers may for example ask children to complete a daily work plan documenting their accomplishments each day. Children set goals for themselves at the beginning of the day by filling in their work plan and then record their progress through their planned works as the work day progresses.\textsuperscript{127}

Some children may have different goals than others based on their level of mastery of different subjects. Mario, for example, might be deeply invested in the research project he is doing on volcanoes (encompassing Reading, Writing, and Science) and might spend 80\% of his time for two or three days gathering resources, researching the topic and authoring a compelling non-fiction report on the topic to share with his friends. For the next few days his teacher will encourage him to choose more math and geography works so he continues moving forward in those subjects as well.

Classroom rules during this time of day are:

1. Everyone must be working – engaged meaningfully with a work
2. Children must be shown a lesson on a work before they can do it
3. No one may interrupt anyone else’s work
4. Everyone must work at his or her level (children may not choose works that are too hard, nor too easy)

Community Circle

Community Circle is a group instruction time, children sit in a circle on the floor with the teacher. This group is multi-age, including all of the children in the class. The goal of this time is to build community, practice grace and courtesy, address any classroom concerns or celebrations, learn about thematic instruction, share work products, read books out-loud and practice literacy skills and math skills. In the primary classroom (ECE/K) – teachers will also focus on Oral Language Development, letter sounds and counting.

This time is scheduled into the primary classroom’s daily/weekly schedule. Elementary classrooms will hold community circles on a regular basis at a time that does not interrupt the work block – such as at the beginning or end of the work block. The timing of Elementary community circles is left to the teacher’s discretion.

\textsuperscript{127} Teachers may design their own work plans, however a few sample plans are available in Appendix C.
Language Development/Desarrollo de Lenguaje (DL)

Language Development or DL block – named after the Spanish, Desarrollo de Lenguaje, is a whole group instruction time in which children receive specific and direct instruction in language development. Students will be grouped according to their home language for this short time of the day so teachers can directly address specific needs of language groups. For approximately half of the time (such as on Mondays and Wednesdays) this will be a second language time focused on English Language Development (ELD) for Spanish speakers and other ELL students and on Spanish Language Development (SLD) for English and other SLL students. The other half of the time (Tues and Thurs) this will be used for a deep dive into native language literacy – specifically designed to build students oral language vocabulary in their first language and to practice any literacy skills in which the group might require remediation. Friday’s language block will be used at teacher’s discretion and might be either native or second language time depending on the needs of the class. Students will be grouped according to age and native language to allow for maximum differentiation of this whole group time. The following describes the groupings of students at each grade-level:

Primary Classrooms (4 teachers, ECE/K students)

<table>
<thead>
<tr>
<th>Monday, Wednesday, some Fridays</th>
<th>Tuesday, Thursday, some Fridays</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second Language (L2) Block</strong></td>
<td><strong>Native Language (L1) Block</strong></td>
</tr>
<tr>
<td>1. Kindergarten ELL students → ELD block</td>
<td>1. Kindergarten ELL students → SLD block</td>
</tr>
<tr>
<td>2. Kindergarten SLL students → SLD block</td>
<td>2. Kindergarten SLL students → ELD block</td>
</tr>
<tr>
<td>3. ECE ELL students → ELD block</td>
<td>3. ECE ELL students → SLD block</td>
</tr>
<tr>
<td>4. ECE SLL students → SLD block</td>
<td>4. ECE SLL students → ELD block</td>
</tr>
</tbody>
</table>

Lower Elementary Classrooms (6 teachers, 1-3rd grade students)

<table>
<thead>
<tr>
<th>Monday, Wednesday, some Fridays</th>
<th>Tuesday, Thursday, some Fridays</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second Language (L2) Block</strong></td>
<td><strong>Native Language (L1) Block</strong></td>
</tr>
<tr>
<td>1. 1st grade ELL students → ELD block</td>
<td>1. 1st grade ELL students → SLD block</td>
</tr>
<tr>
<td>2. 2nd grade ELL students → ELD block</td>
<td>2. 2nd grade ELL students → SLD block</td>
</tr>
<tr>
<td>3. 3rd grade ELL students → ELD block</td>
<td>3. 3rd grade ELL students → SLD block</td>
</tr>
<tr>
<td>4. 1st grade SLL students → SLD block</td>
<td>4. 1st grade SLL students → ELD block</td>
</tr>
<tr>
<td>5. 2nd grade SLL students → SLD block</td>
<td>5. 2nd grade SLL students → ELD block</td>
</tr>
<tr>
<td>6. 3rd grade SLL students → SLD block</td>
<td>6. 3rd grade SLL students → ELD block</td>
</tr>
</tbody>
</table>

Upper Elementary Classrooms (4 teachers, 4-6th grade students)

We anticipate that the majority of our students will no longer require DL block services by the time they reach upper elementary school. ELL students will have scored Fluent English Proficient on the CELA test and have a body of evidence including TCAP scores and DRA2 scores to support their fluency in English. SLL students will have scored fluent on our oral
language assessment (SOPA) and will be proficient in academic Spanish. Students who still require DL Block support will receive it in small groups during Montessori work time. If a large enough group of students still requires DL block the schedule will be adjusted to accommodate those students together in a whole group block.

DL block for Second Language (L2) will focus on language functions, vocabulary, grammatical structures, and application, providing students with an opportunity to build fluency. Teachers will utilize teaching strategies such as Comprehensible Input (TPRS), and Literacy Squared strategies. This block will be planned with the goal of increasing student’s fluency in every day functional and academic language, and in re-enforcing language, vocabulary and structures associated with thematic instruction and other topics in literacy or math that students are currently studying.

DL block for Native Language (L1) will focus on increasing academic vocabulary in the student’s native language, diving deep into literacy comprehension strategies, remediating any literacy or other content skills which the group is lacking, and meeting the specific needs of that linguistic group.

Scheduling of DL block will be consistent across classes at the same grade-level to allow for flexible grouping of students.

Specials
Montessori del Mundo believes that it is very important for children to have access to a wide range of artistic and creative experiences, as well as to maintain physical fitness and healthy bodies. All efforts were made to reach 150 minutes of physical education instruction/week as recommended in the School Health Index put out by the Center for Disease Control.\(^{128}\) In order to minimize interruption to Montessori work blocks, elementary specials are chunked onto two days per week. This also provides teachers with long un-interrupted planning blocks in which they can co-plan with their co-teachers.

MdM will staff a full time PE teacher, and two 0.8 additional specials teachers. Efforts will be made to include a Music teacher and an Art teacher in our staffing models. The school may also ultimately hire a Garden teacher who might share time with either the Music or Art teacher. (eg: 0.8 Art, 0.4 Music, 0.4 garden).

The following chart illustrates when each team of classes will have specials:\(^{129}\)

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wed</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower El Team 1</td>
<td>9:00-11:00</td>
<td>1:45-3:45</td>
<td>9:00-11:00</td>
<td>8:30-9:30</td>
<td></td>
</tr>
<tr>
<td>Lower El Team 2</td>
<td>1:45-3:45</td>
<td>9:00-11:00</td>
<td>1:45-3:45</td>
<td>9:30-10:30</td>
<td></td>
</tr>
<tr>
<td>Upper El Team 1</td>
<td>9:00-11:00</td>
<td>1:45-3:45</td>
<td>1:45-3:45</td>
<td>12:00-1:00</td>
<td></td>
</tr>
<tr>
<td>Upper El Team 2</td>
<td>1:45-3:45</td>
<td>9:00-11:00</td>
<td>9:00-11:00</td>
<td>1:00-2:00</td>
<td></td>
</tr>
</tbody>
</table>

\(^{128}\) [http://www.cdc.gov/HealthyYouth/SHI/](http://www.cdc.gov/HealthyYouth/SHI/)

\(^{129}\) A team is defined as a group of teachers that share students, for more information on how teachers work together and share students please see the *Instruction* section.
Recess

Recess time is a very important time in a child’s day and development. Children need unstructured play time, they need to be outside and run around. Children also need to learn to resolve their own conflicts, negotiate shared play and explore. All preschool students are scheduled for 30 minutes of recess a day in compliance with Qualistar guidelines and standards. Kindergarten students are scheduled for 60 minutes of recess daily. Elementary students are all scheduled for 30 minutes of recess daily. Recess is scheduled before lunch in accordance with School Health Index recommendations for increasing healthy eating habits.

Friday Project

Each classroom is scheduled for a 2 hour “Friday Project” block during instructional time at the end of each week. These projects will be designed by the teacher and will include the following components:

- Tied directly to thematic instruction – summarizes/illustrates or introduces a thematic concept currently being studied.
- Academic Component – the project requires students to do research, produce a written document, do mathematical computations or in other ways practice academic skills in a real context. This should not be a piecemeal effort at adding busy work to the project but should be meaningfully integrated into the project and require a robust amount of work on the part of the students.
- Artistic/Fine Motor/Product component – the project should ideally produce a product or at minimum an experience through which kids can learn the academic component. The best projects will have multiple goals including allowing children an opportunity to demonstrate their learning non-linguistically through artistic representation, and encouraging children (particularly in primary and lower elementary classrooms) to work on their fine motor skills and concentration. Whenever possible projects should be displayed in the hall or taken home so parents can see what children are learning at school.
- Teachers may choose to do projects in multi-age homerooms, or to separate students by grade level for the Friday project in order to provide a more targeted project that is differentiated to each grade level’s abilities.

Projects should be highly engaging, multi-step, and authentic learning experiences. In the design team’s experience teaching, children who engage in weekly robust and multi-step projects have more confidence in themselves, learn to complete tasks both academic and non-academic even if they are long or complex, develop the ability to concentrate and stick with a task, are proud of their work and excited to share it with their parents and LOVE coming to school on Fridays.
**Friday Field Games**

Friday field games will be a series of group games. Students will be grouped in their multi-age home room classes. Games will include team-sports, tag games, races, and cooperative playground games (such as four square, hop scotch, jump rope). Students are expected to be participating in a game at all times but may choose which game they would like to participate in. Friday field games will also provide students with opportunities to participate in physical activities within their multi-age classroom communities.

Friday field games will be planned by the Physical Education teacher and supervised by the PE teacher and classroom teachers. Friday field games will be modeled after the Playworks curriculum\(^{130}\), the PE teacher will consult with Playworks to design a well-rounded progression of games over the course of the year that support Colorado Physical Education standards. This time is also included in our schedule to ensure that we meet the minimum 150 minutes/week of Physical Education instruction recommended by the School Health Index. Playworks curriculum will also provide students with experience playing cooperative playground games which they can initiate independently during recess and teaches good sportsmanship which carries over into their free play time.

**Professional Development/Friday Early Release**

A key component of the Montessori del Mundo schedule is early release on Friday afternoons to accommodate teacher professional development and planning. This time will be used for staff meetings and professional development meetings, monthly Data Teams and SIT team meetings, and also for team planning and vertical planning. Regularly scheduled staff meetings will only be held on Friday afternoons to respect teacher’s need for planning and prep time throughout the rest of the week. The administration reserves the right to call emergency staff meetings earlier in the week, but will only do so if information cannot wait until Friday and cannot be communicated via email or memo.

Montessori del Mundo is exploring options for parents on Early Release Fridays. We are committed to reserving this time for teacher planning and will work with families to find solutions for child care concerns. We are exploring the possibility of contracting with an outside organization to provide child care or some sort of afterschool programming that would run from 2:00-4:00 on Friday for children whose parents cannot pick them up until 4:00.

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\(^{130}\) [www.playworks.org](http://www.playworks.org)
Planning Time

Classroom teachers are scheduled for a total of 510 minutes of planning time in addition to the 2 hours of Friday release time. Teachers have common planning time with their grade level co-teachers (teachers with whom they share students). Planning time in ECE/K is daily to accommodate special needs of the preschool schedule, and in Upper/Lower Elementary planning time is chunked to provide students with long work times and teachers with long planning times. At MdM we feel it is important for teachers to have adequate planning time in order to effectively plan for their differentiated instruction, maintain and prepare their classroom environments, plan authentic and robust thematic instruction and engaging and rigorous Friday projects. Adequate teacher planning time also reduces teacher burn-out and encourages teacher retention.

Intervention Scheduling

When students are in need of intervention services they will be scheduled either as push-in or pull out supports. The timing of the services will be coordinated depending on the service being provided to assure the least interruption to the cohesive school experience of the student possible. For example, a student receiving support in Math in Spanish will be pulled from Montessori Work Time while he or she is assigned to the Spanish room. A student in need of interventions in English Language Development may have that intervention substitute for his/her DL block. Students will be made not to pull children from Specials classes or recess for intervention services.
Language Allocation Minutes:

In keeping with the 90/10 model of instruction the number of instructional minutes spent in Spanish vs. English will change with each grade level, the following is a breakdown of minutes in each language for each grade level.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>% Spanish</th>
<th>% English</th>
<th>Total Minutes*</th>
<th>Spanish Min/week</th>
<th>English Min/week</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE ½ day</td>
<td>90%</td>
<td>10%</td>
<td>690</td>
<td>621</td>
<td>69</td>
</tr>
<tr>
<td>ECE Full day</td>
<td>90%</td>
<td>10%</td>
<td>1380</td>
<td>1242</td>
<td>138</td>
</tr>
<tr>
<td>and Kinder</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>80%</td>
<td>20%</td>
<td>1500</td>
<td>1200</td>
<td>300</td>
</tr>
<tr>
<td>2</td>
<td>70%</td>
<td>30%</td>
<td>1500</td>
<td>1050</td>
<td>450</td>
</tr>
<tr>
<td>3</td>
<td>60%</td>
<td>40%</td>
<td>1500</td>
<td>900</td>
<td>600</td>
</tr>
<tr>
<td>4 – 6</td>
<td>50%</td>
<td>50%</td>
<td>1500</td>
<td>750</td>
<td>750</td>
</tr>
</tbody>
</table>

*In class instructional minutes: weekly total not counting lunch, recess, specials

Language Scheduling in the Primary Classroom:

All students in the primary classroom will receive 90% of their instruction in Spanish and 10% in English. Instruction during Montessori work time and community circle will be in Spanish.

- Full Day = 138 min English = four 30 minute blocks + 18 min
- Half Day = 69 min English = two 30 minute blocks + 9 min

Montessori work block will be conducted almost exclusively in Spanish, the majority of English instruction in the Primary classroom will occur during circle time, with half of the community circle’s taught in Spanish and half in English. Circle also alternates between Community Circle and DL Block. One students’ schedule might look like this:

<table>
<thead>
<tr>
<th>Native English</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>AM Circle</td>
<td>Community - Spanish</td>
<td>DL Block (L2) - Spanish</td>
<td>Community - Spanish</td>
<td>DL Block (L1) - English</td>
<td>Optional Circle (teacher’s choice)</td>
</tr>
<tr>
<td>PM Circle</td>
<td>DL Block (L2) - Spanish</td>
<td>Community - English</td>
<td>DL Block (L1) - Spanish</td>
<td>Community - Spanish</td>
<td>Optional Circle (teacher’s choice)</td>
</tr>
</tbody>
</table>

Depending on teacher’s choice – they may hold an additional English circle on Friday to pick up the additional 18 minutes of English instruction needed for full day students or they may choose to use this time for individual or small group lessons. Teachers may clarify or introduce new concepts in English first.
and then provide the vocabulary for students to practice and master those concepts in Spanish. Teachers will be mindful of using English strategically and not excessively during Montessori Work Time.

**Language Allocations in the Lower Elementary Classroom**

The Lower Elementary classroom is by far the most complex in terms of language allocation and scheduling. When building the Lower Elementary schedule it is important to take into account the varying amounts of language time for each grade level (80/20 in 1st grade, 70/30 in 2nd grade, 60/40 in 3rd grade), and to be strategic about which subject areas or content will be instructed at each grade. Montessori del Mundo will develop a comprehensive curriculum outlining which content areas will be the areas of focus for 1st graders, 2nd graders and 3rd graders in English (with the assumption that they will learn all areas in Spanish as well). This curriculum will be designed to ensure that children have a well-rounded English education and are prepared to do well on standardized testing in their native language in 3rd grade and in English in 4th grade and beyond.

Lower Elementary Teams will consist of three teachers (two Spanish and one English). All students in the team (72 students) will go to the English teacher for English language instruction. Half of the students (36) will have Spanish instruction with one Spanish teacher while the other half has Spanish instruction with the other. Due to the nature of language scheduling, it will be possible to schedule all students for Spanish and English according to their language allocation percentages while maintaining a max class size of 30 in the Spanish rooms, and 24 in the English rooms. (See Appendix A – Lower Elementary Language Allocation)

Students will also have a scheduled DL block each day. This block will be used for a combination of L2 instruction and L1 instruction, similar to DL block in the Primary classrooms. Teachers will decide based on the student population and their needs how often to schedule L2 vs. L1 DL blocks.

Bilingual Specials teachers will be hired such that instruction in Specials mirrors the language allocation of each group of students. As such, specials time, lunch time, and recess time are not counted when calculating the percentage of in class instructional time that students must spend in English vs. Spanish. Students will be scheduled for Friday projects in English or Spanish assuring that over the course of 10 weeks they have the correct percentage of time in English projects vs. Spanish projects.

For an example of a weekly schedule for a 1st grader, 2nd grader, and 3rd grader, please see Appendix A, Master Schedule, Language Detail Lower El
Upper Elementary Language Allocation Model

All students in the Upper Elementary class have a language allocation of 50% English and 50% Spanish. Teachers will team teach, with one English teacher and one Spanish teacher and will share a group of students who move between the two language environments. MdM is currently researching best practices in how long students should spend in one environment before transitioning to the next. Some of the schedules being considered include:

- 1 week Spanish, 1 week English,
- 2 weeks Spanish, 2 weeks English
- 1 month Spanish, 1 month English
- 1 unit Spanish, 1 unit English
- AM Spanish, PM English

Teachers will ensure that all students receive instruction in all content areas in both languages at this level. Teachers will also ensure that all students have the linguistic and academic skills to have success in standardized tests in both English and Spanish.
Education Program: Professional Development

Professional development fulfills a variety of critical roles in teacher preparation. When all members of the teaching staff participate in building-wide professional development, it creates a common culture, common language, and common level of understanding of Montessori and dual language teaching philosophies, methodologies, and best practices. It builds capacity in the building as a whole while contributing to cohesion and collaboration. It also creates opportunities for teachers to be self-reflective on their practice as they internally compare their own methods with those being presented; thus even experienced teachers can find value in a rehearsal of training they experienced at an earlier stage of their own career development.

Additionally, because teachers arrive with different levels of training and experience, it is important to differentiate professional development in order to meet the needs of each teacher. Recognizing that new hires will bring a variety of skills and qualifications, but are unlikely to arrive with all of the qualifications listed on our employment qualifications chart\(^\text{131}\) in the “ideal candidate” column, we seek to train each new teacher in the areas on our teacher qualifications chart such that they meet the “ideal candidate” levels of mastery for all areas of teaching.

Montessori Certificate training, such as that offered at the Montessori Education Center of the Rockies (MECR), is a critical component of teacher preparation for any Montessori school. The detailed nature of the lesson plans, the philosophical grounding of the method, and the training on stages of child development and their observation, require an intensive training course such as that offered at MECR. Therefore, anyone newly hired at Montessori del Mundo without a Montessori certificate (AMS or AMI) will need to attend MECR or an alternate accredited training program during the summer before they begin teaching, from early June to early August (approximately June 11\(^{th}\) - August 3\(^{rd}\)). This necessity will curtail the amount of time available for other professional development in the weeks prior to the first day of school, since Kindergarten in Aurora Public Schools begins around August 14\(^{th}\). (These dates, mentioned as examples, are from the 2012-2013 school year and are subject to change). The cost for this training program is built into our annual budget and while a significant amount of money, we believe that highly prepared teachers are the key to students’ success, and are therefore worth the investment.

Similarly, new hires who already have a Montessori certificate but do not have dual language training, will need to attend the Literacy Squared Summer Institute, in order to be able to plan and deliver literacy in the dual language model. It is anticipated that the majority of new hires will not yet have formal dual language training.

This will leave a limited amount of time, approximately 5 days, for professional development before the start of school. (Due to the scheduling and training demands of the MECR training program it is impossible for teachers attending MECR to report to MdM before August 7\(^{th}\).) The highest priority in those 5 days will be to anticipate and meet the needs of less experienced teachers, particularly focusing on classroom environment, policies and procedures, building parent relationships and how to conduct home visits.

\(^{131}\) Teacher Qualification chart is available in the Employee Section as well as in Appendix H.
Before the School Year Professional Development:

The Montessori del Mundo school calendar (Appendix A) includes 5 set up days before school starts (August 7-11) and an additional 5 days of Classroom Assistant Boot Camp July 30th - Aug 3rd. Montessori training at the Montessori Education Center of the Rockies will be required for any new teachers who are not already Montessori certified. This training goes from the beginning of June-August 3rd. For more information regarding MECR training, see Appendix B. New teachers will therefore have 8 week of Montessori training over the summer in addition to the 5 days of professional development and teacher work time before the start of school. Due to the scheduling and training demands of the MECR training program it is impossible for teachers attending MECR to report to MdM before August 7th. Teachers who are hired with Montessori certification will attend the Literacy Squared Summer institute in the summer before they start school.

Returning teachers, and teachers who are not attending MECR, may be asked to report to school early, either to assist with training at the Classroom Assistant Boot Camp, or to complete their classroom set up before the August 7th general report date. This will provide example classrooms for new teachers to reference and to free up returning teachers to assist new teachers with their classroom set-up thus economizing time during the precious 5 days of set up and PD in August, and building a collaborative staff culture from the very first day. Returning teachers who report early will be compensated for their time.

Classroom Assistant Boot camp will occur during the week before classroom teachers report. The boot camp curriculum will be designed in collaboration with Montessori classroom teachers, Montessori Education Center of the Rockies and the Montessori del Mundo administrative staff. Boot Camp will include training on: Montessori Philosophy, Classroom Management, Developmental Stages, Lesson Presentations, Scaffolding instruction for struggling students, Dual Language Philosophy, Strategies for sheltering instruction, etc. Boot camp will be mandatory for all classroom assistants who are new to Montessori del Mundo and optional for any returning classroom assistants. The boot camp will be taught by the Educational Director (head of school) and/or Classroom teachers who are not attending MECR.

Classroom Assistant Boot Camp provides training before the school year starts so that all of our Classroom support staff understands the fundamentals of how our classrooms work and how to best support students and teachers.
### Tentative Professional Development Schedule for the First 5 Teacher Work Days, August 2013:

#### Day 1:
- Meet & Greet whole staff
- “Mentors & Mentees Meet Up”
- “Team teachers, Lead Teachers & Assistants Meets Up”
- Receive Policy Handbook
- Go over building-wide schedule
- Introduce concept of PBiS
- Tour model classrooms
- Set up classrooms with mentors’ help

#### Day 2:
- Go over policies, procedures, goals and guidelines regarding home visits
- Plan PBiS acronym
- Go over drop-off policies
- Schedule home visits
- Set up Classrooms
- School Social with families

#### Day 3:
- Dual Language Research & Philosophy
- Thematic Instruction
- Themes in the physical classroom environment
- Set up Classrooms

#### Day 4:
- Planning the first few weeks of class in teams
- Montessori group time model lesson & intro to TPRS
- How to manage giving individual lessons when entire class is new
- CPR/First Aid “crash course”
- Fire/Tornado/Flash Flood/Earthquake/Lockdown/Weapon at school preparedness

#### Day 5:
- Home Visits (see Appendix F for more information about Home Visits and why we do them before school starts)
Friday Afternoon Professional Development

Ongoing professional development will occur on Fridays throughout the school year. Fridays will be early-release days. The agenda for Friday meetings will vary. One meeting each month will be reserved for data teams, in which teachers bring and collectively analyze student data, problem-solving as group strategies for struggling students based on the data. Other meetings will sometimes consist in school-wide professional development led by administrators, sometimes in teacher-led professional development, and sometimes in individual or small group study on differentiated topics addressing individuals’ needs and interests. The SIT team will also meet on Friday afternoons. At the beginning of the school year, an “Expertise and Interest Survey” will be circulated to determine what topics teachers and teaching assistants feel able to present, and what areas they most wish to learn about. These topics will be compared to identified needs and put into the professional development calendar. In addition, areas of concern to new teachers will be identified, such as “How to fill out report cards,” or “How to administer the EDL/DRA,” so that training on these can be delivered in a timely manner.
### Teachers will participate in the following trainings as appropriate

<table>
<thead>
<tr>
<th>Topic</th>
<th>Training</th>
<th>Who</th>
<th>When</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montessori</td>
<td>MECR Montessori certification 2&lt;sup&gt;nd&lt;/sup&gt; week of June-1&lt;sup&gt;st&lt;/sup&gt; week of August</td>
<td>All Montessori classroom teachers w/o certification</td>
<td>The summer before they start teaching, 8 week training</td>
<td>Varies by level: Primary: $6,600 Lower El: $7,100-$7,700 Upper El: $11,700-$12,300&lt;sup&gt;132&lt;/sup&gt;</td>
</tr>
<tr>
<td>Montessori</td>
<td>Spanish Language Montessori materials literacy training</td>
<td>All Spanish Language classroom teachers</td>
<td>During MECR training (instead of English language training)</td>
<td>TBD – Run in cooperation with MECR</td>
</tr>
<tr>
<td>Dual Language</td>
<td>Literacy Squared Summer Institute 4 days in late June</td>
<td>All classroom teachers not already trained in Literacy Squared</td>
<td>First available summer (either first summer or summer after MECR)</td>
<td>$500&lt;sup&gt;133&lt;/sup&gt;</td>
</tr>
<tr>
<td>Dual Language</td>
<td>Literacy Squared on Site Training</td>
<td>Alternate option to Literacy Squared Summer Institute if there is a large number of staff needing DL training</td>
<td>First available summer (either first summer or summer after MECR)</td>
<td>$5,000/day 1-2 days</td>
</tr>
<tr>
<td>Strategies for instructing second language learners</td>
<td>TPRS Training</td>
<td>All teachers who teach DL (L2) block</td>
<td>Same summer as Literacy Squared Site training, with two follow up sessions throughout the school year</td>
<td></td>
</tr>
</tbody>
</table>

<sup>132</sup> Susan Roth, Office Manager at Montessori Education Center of the Rockies by phone on 6/18/2012.  
<sup>133</sup> [http://literacysquared.org/](http://literacysquared.org/)
**Professional Conferences:**

The annual budget includes approximately $500/teacher for professional development in addition to allocations for Montessori training. Teachers may be sent to the following conferences or other applicable professional conferences as appropriate and financially feasible:

<table>
<thead>
<tr>
<th>Name of Conference</th>
<th>Conference Topic</th>
<th>Website/Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>La Cosecha</td>
<td>Dual Language</td>
<td><a href="http://dlennm.org/lacosecha/">http://dlennm.org/lacosecha/</a></td>
</tr>
<tr>
<td>CABE conference</td>
<td>Dual Language</td>
<td><a href="http://www.fresnomaderacabe.org/2012DualLanguageConference.html">http://www.fresnomaderacabe.org/2012DualLanguageConference.html</a></td>
</tr>
<tr>
<td>MECR Montessori conference</td>
<td>Montessori Education</td>
<td><a href="http://www.mecr.edu">www.mecr.edu</a></td>
</tr>
<tr>
<td>The Institute of Montessori Education</td>
<td>Montessori Education</td>
<td><a href="http://www.montessoriconference.org/">http://www.montessoriconference.org/</a></td>
</tr>
<tr>
<td>Annual Conference</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Forum on Language Teaching</td>
<td>Comprehensible Input (TPRS)</td>
<td><a href="http://ifltconference.org/">http://ifltconference.org/</a></td>
</tr>
</tbody>
</table>
Plan for Evaluating Student Performance

Establishing a Base-Line:

Before we can evaluate the growth of our students, we must first know what they know at the beginning of each school year. For our first year of operation, this will be a considerably larger undertaking that it will be in subsequent years. In the normal course of operations our students will cycle with the same teacher team for 3 years, and then continue on from vertical team member to vertical team member bringing with them a full body of evidence including EDL/DRA scores, running records, standards based report cards, and skill check lists from anecdotal observations and classroom assessments. In addition, teachers will have the ability to evaluate students in their care at any point using any of these tools in order to come to a better understanding of their skill level when there is ever any doubt. In our first year, baseline assessment will need to be much more extensive, and teachers will need to establish a baseline from scratch for each of their students using anecdotal observation, the EDL/DRA, and skills checklists based on the standards based MdM report cards.

Teachers at MdM will establish a baseline for each new student in Kindergarten and above by giving a development screening (if parents or teachers are concerned about the child), reading assessment (EDL/DRA), 2nd language assessment, and mathematics assessment (using skills checklist and manipulatives). Teachers will have two half-days before the school year begins to start baseline testing; they will complete baseline testing by the end of the 3rd week of school. In the first year of operation, teachers must establish a complete baseline for each of their students in Kindergarten and above. In each subsequent year, teachers must complete this testing for each child new to the school, and conference with the vertical team to understand the BoE for each child moving up from the Lower Elementary or Primary classroom. Teachers may choose to test students at any time using skills checklists or the EDL/DRA assessments in combination with anecdotal observation to insure full knowledge of his or her reading level and abilities in Math, or other subject areas. Teachers are fully expected to use record keeping systems and Montessori observation during work time in order to regularly assess each child’s skills periodically throughout the school year. Teachers will use this data to complete MdM Standard based report cards four time a year.

Baseline Testing will include:
- Developmental Screener
- EDL/DRA (reading)
- 2nd language assessment
- Math Assessment

A sample of the MdM Kindergarten Standards based report card (adapted from the APS report card) is available in Appendix D.
Advancement Rubrics and Standards Based Reporting:

The Montessori del Mundo design team is in the process of developing the MdM Standards and End of Cycle Expectations. This standards alignment has been completed for Kindergarten and 3rd grade and is available in Appendix D, the 6th grade alignment will be completed before Dec 2012. Because children spend three years with the same teacher the crucial transition points in our program are after Kindergarten, 3rd and 6th grade. MdM Standards alignment aligns Colorado Standards, APS Standards and Montessori Expectations along with our expertise in teaching this model to this demographic of students to develop the MdM Standards which will make up our advancement rubric. The MdM Standards will also be incorporated into the APS Standards based report card to create our own MdM Standards based report card to allow teachers to report to parents on their child’s progress towards meeting and exceeding district and MdM standards. Children will need to meet district standards expectations for end of grade-level performance in order to be considered academically ready to transition to the next classroom, however, since MdM standards are in most instances higher than district standards we hope to hold students accountable to our own, higher level of performance.

The following is a sample of the Kindergarten standards alignment. A full standards alignment for grades K and 3 and the MdM Standards based report cards are available in Appendix D.

<table>
<thead>
<tr>
<th><strong>Colorado State Standards</strong> (Adapted from Common Core Standards)</th>
<th><strong>APS End of Kinder expectations (as outlined on standards based report card)</strong></th>
<th><strong>Montessori Curriculum End of Cycle Expectations (Kinder)</strong></th>
<th><strong>Montessori del Mundo End of Cycle Expectations (Kinder) – to be reflected on MdM Report Card</strong></th>
</tr>
</thead>
</table>
| **1. Whole numbers can be used to name, count, represent and order quantity** | **Quarter 1** Count objects to 10
Quarter 2 Use numbers to represent an object to 10
Quarter 3 Counts objects to 20
Quarter 4 Uses numbers to represent objects to 20
Composes and decomposes teen numbers using tens and ones w/ objects | Count above 100 by ones and tens
Count on from a number in the sequence (bead chains)
Write numbers 1-100 (100 board)
Represent numbers up to 9999 with numerals and manipulatives (bank)
Count objects to 100 | Count to 100 by ones and tens
Count to 100 by 5s and to 30 by 2s
Count backwards from 21
Count forward and backward beginning from a number within the sequence.
Write numbers 1-100
Represent numbers up to 9999 with numerals and manipulatives |
| a. Use number names and the count sequence. (CCSS: K.CC) |  |  |  |
| i. Count to 100 by ones and by tens. (CCSS: K.CC.1) |  |  |  |
| ii. Count forward beginning from a given number within the known sequence. \(^1\) (CCSS: K.CC.2) |  |  |  |
| iii. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20. \(^2\) (CCSS: K.CC.3) |  |  |  |
| b. Count to determine the number of objects. (CCSS: K.CC) |  |  |  |
| i. Apply the relationship between numbers and quantities and connect counting to cardinality. \(^3\) (CCSS: K.CC.4) |  |  |  |
| ii. Count and express objects to 20. \(^4\) (CCSS: K.CC.5) |  |  |  |
| c. Compare and instantly recognize |  |  |  |

---
numbers. (CCSS: K.CC)

i. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.\(^5\) (CCSS: K.CC.6)

ii. Compare two numbers between 1 and 10 presented as written numerals. (CCSS: K.CC.7)

iii. Identify small groups of objects fewer than five without counting

<table>
<thead>
<tr>
<th>Count objects to 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify which number is greater for numbers up to 20</td>
</tr>
<tr>
<td>Identify small groups of objects fewer than 10 without counting</td>
</tr>
</tbody>
</table>

Classroom Level:

Montessori Record Keeping is a key component of effective Montessori education. Teachers are expected to keep comprehensive daily notes on students’ progress through the curriculum and mastery of key skills and standards. These records are used to inform the teacher’s planning for each child’s individualized lessons and learning plan. We believe that effective record keeping that informs instruction is necessary to ensure that all students are making adequate progress towards meeting all standards.

Classroom records will include the following components:

- Standardized/normed test scores sorted either by child or as class at a glance
  - EDL/DRA scores and test booklets
  - Word Task Analysis data (Kinder)
  - Math Assessments/Checklists
  - Oral Language Assessment scores
  - Writing Rubric scores
  - MAP Test reports (1-6\(^{th}\) grade)

- Portfolio of Work Samples
  - Writing samples
  - Sample paper extensions to Montessori works
  - End of unit projects/demonstrations of learning
  - Photographs of completed works
  - Copies of completed work plans
  - Rubrics from Demonstrations of Learning

- On-going progress monitoring
  - Checklist or anecdotal record of works presented/skills and standards mastered
  - Record of progress through works
  - Record of skills mastered, skills developing, skills not yet taught
  - Anecdotal records of observations of students' work, work habits, social interactions, oral language development, etc.
Every teacher has their own organizational style when it comes to record keeping. At MdM we insist that record keeping be kept in the format that is most useful to the teacher in informing his/her instruction. Records must be completed for every child in the class and in all areas of study in order to track and assist that child’s progress towards meeting the MdM standards of performance. Record keeping systems must also be designed such that it is possible to pass information to the next teacher as a child transitions from one classroom to the next.

Several examples of record keeping are available in Appendix D including:

- Year Long Kindergarten Standards Based Math Assessment
- Number sense skills and standards class checklist
- Math and Language Record Packets
- Student at a glance record form Primary, Upper EL
- Oral Language Assessment from European Art Theme
- Sample anecdotal notes

School Level:

The school will keep data on student performance in a variety of areas including: Reading, Oral Language, Math, Writing, and TCAP proficiency.

This data will be reviewed by school administrators on a regular basis and used to inform professional development and guide conversations and PD with teachers in order to improve student performance. It will also be used to determine needs and areas of celebration school-wide in order to raise student achievement or determine those areas in which course corrections are required.

Students in grades 1-6 will take the MAP test in the fall and spring each year. The MAP assessment is used to inform instruction in many public schools in Colorado and has been proven to be predictive of TCAP results. The MAP test also provides all teachers with a report detailing student strengths and weaknesses and class patterns in strengths and weaknesses which help inform instruction and direct professional development.

Assessments:

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Test</th>
<th>Grades</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>SENA</td>
<td>K-2</td>
<td>September and May</td>
</tr>
<tr>
<td>Reading</td>
<td>Word Task Analysis</td>
<td>K-1</td>
<td>1-2 times/year</td>
</tr>
<tr>
<td>Reading</td>
<td>DRA/EDL</td>
<td>K-6</td>
<td>1-2 times/year</td>
</tr>
<tr>
<td>Writing</td>
<td>MdM Writing Rubric</td>
<td>K-6</td>
<td>3 times/year</td>
</tr>
<tr>
<td>Oral Language</td>
<td>SOPA/ELOPA</td>
<td>ECE-6</td>
<td>At entry to the school and end of each year</td>
</tr>
<tr>
<td>Oral Language</td>
<td>CELA</td>
<td>K-6</td>
<td>As required by the state</td>
</tr>
<tr>
<td>Math/Reading/Writing</td>
<td>TCAP (or equivalent)</td>
<td>3-6</td>
<td>As required by the state</td>
</tr>
<tr>
<td>Math/Reading/Writing</td>
<td>MAP Test</td>
<td>1-6</td>
<td>Fall and Spring</td>
</tr>
</tbody>
</table>
Longitudinal Student Academic Achievement Data

School administrators and teachers will collect longitudinal student data as it becomes available and will analyze it no less frequently than 3 times per year. Longitudinal student academic data will be shared more frequently with the board of directors (3 times/year) and with the teaching staff (3+ times/year).

The school will send home a “school report card” once per year in order to inform parents and community members of how students are doing as a whole group. This report card will include overview data of how each grade level at the school is doing, and how MdM’s scores are changing over time. It will include students’ percentage proficiency on reading, writing, math and oral language assessments. The school report card will be posted to the website and also shared with community members, the board of directors, and other stakeholders.

Information Systems used to Manage Data

Montessori del Mundo recognizes the need to have a comprehensive data dashboard system that can be used to compile, sort, aggregate, and assist with the analysis of a variety of kinds of academic, and financial data. At this point Montessori del Mundo plans to construct its own data management system using Microsoft Excel. Should additional funding become available we will consider the option of purchasing a system. Any system, either created or purchased would be designed to accomplish the following tasks:

- Allow teachers to compile data from multiple sources on one page
- Allow data to be sorted by student, subject/skill/standards, class, age cohort, proficiency level
- Allow administrators to compare data from multiple classrooms
- Create dashboards for classrooms to highlight areas and students in need
- Create reports for teachers, parents, board members, authorizer, other stake holders
- Provide appropriate data needed to guide professional development decisions

Another system will be required to track financial information including but not limited to:

- Tracking monthly cash flow
- Tracking the difference between estimated and actual costs
- Keeping track of upcoming and past deadlines and highlighting any approaching deadlines or deadlines missed
- Tracking revenues and discrepancies between anticipated and actual revenues
**Interventions**

MdM staff will continue to develop a list of resources available to address intervention needs in various areas including:

<table>
<thead>
<tr>
<th>Area of Need</th>
<th>Potential Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter knowledge</td>
<td>Estrellita</td>
</tr>
<tr>
<td></td>
<td>Computer based phonics programs</td>
</tr>
<tr>
<td></td>
<td>Hooked on Phonics</td>
</tr>
<tr>
<td></td>
<td>Sing, Spell, Read and Write</td>
</tr>
<tr>
<td>Fluency</td>
<td>Reading Recovery/ Descubriendo la Lectura</td>
</tr>
<tr>
<td></td>
<td>Leveled Literacy Intervention</td>
</tr>
<tr>
<td>Comprehension</td>
<td>SRA Reading Lab</td>
</tr>
<tr>
<td>Math</td>
<td>Classroom based Montessori math interventions</td>
</tr>
<tr>
<td></td>
<td>SRA Math Labs</td>
</tr>
<tr>
<td>Oral Language Development – native language</td>
<td>Reading Recovery oral language intervention</td>
</tr>
<tr>
<td></td>
<td>Intimate Shared Reading</td>
</tr>
<tr>
<td></td>
<td>Small Group OLD Games</td>
</tr>
<tr>
<td>Oral Language Development – second language</td>
<td>Rosetta Stone</td>
</tr>
<tr>
<td></td>
<td>Additional TPRS</td>
</tr>
<tr>
<td></td>
<td>Small Group OLD games</td>
</tr>
<tr>
<td>Writing Intervention</td>
<td>&quot;Morning Message&quot; – Shared Writing Intervention</td>
</tr>
<tr>
<td></td>
<td>Dictados Intervention</td>
</tr>
</tbody>
</table>

These resources will be utilized by classroom teachers in additional to intervention staff teachers and will be selected responsively to the needs shown in the data but every effort will be made to make sure there are interventions available for each grade level, subject area, and language.

**Read Act**

MdM will comply with all requirements of the Read Act of 2012, new legislation that focuses attention on reading skills and fluency in K-3rd grade. The READ Act will be implemented in the 2013-2014 school year, replacing CBLA and ILPs.

In compliance with the READ Act, teachers will notify parents at least 45 days before the end of each school year that the child is in K-3rd grade, if their child is considered to have a significant Reading deficiency. Teachers in collaborate with the student’s parents, will then write a READ plan for each students with a reading deficiency, that will: identify the deficiency, set student goals, identify future interventions, set evaluation and monitoring methods, give parents strategies to use at home, and set
forward any other additional services or strategies the teacher deems necessary. Read plans will be evaluated and updated at least once per year.

The Read Act of 2012 will provide for funding of Research Based Interventions and Intervention teachers to assist students with a deficiency in reading. MdM will constantly monitor the reading progress and skills for each student in the school through teacher observations, anecdotal records, and Montessori Record keeping. In order to comply with the Read Act, we will also conduct progress monitoring using an approved normed assessment such as the DRA/EDL and will formally submit reading assessment scores for students in K-3 grades.

**CAP4K compliance**

Montessori del Mundo will comply with all state and authorizer requirements regarding assessing publicly funded ECE and Kindergarten students’ school readiness. Individual learning plans will be written for any students not on target to meet school readiness standards by the end of kindergarten in compliance with this legislation.

**Steps if data shows students are not on track for success**

**Student level**

When students are not meeting achievement goals the following steps will be taken:

- Classroom teacher will systematically assess area of academic need for the student using careful observation and data analysis, and implement a classroom intervention. This intervention should last for 3-4 weeks, include a clear and measurable goal for the student, occur regularly, target the academic need and be clearly documented.

- At the end of the classroom intervention the teacher will re-assess the student to determine whether or not sufficient progress has been made. If the student has not made progress a meeting will be called with the parent, teacher and the school intervention coordinator. At this meeting the students’ areas of need will be discussed and the group will decide which of the school intervention resources would best serve the student.

- A new goal will be set and the student will begin receiving intervention services. The group will meet back in another 4-8 weeks to determine whether or not the interventions have been effective in closing the students achievement gap or whether more intensive services or a different intervention are required.
**Classroom Level**

When the data shows us that a large group of children from one class are not meeting academic achievement goals the following steps will be taken:

- Classroom teacher and Director of Education (Head of School) will systematically assess areas of need and skills or concepts lacking by analyzing student assessment data.
- Classroom teacher will design or implement a pre-existing class-wide intervention to target the standards where students are not making progress.
- Director of Education (Head of School) will assess whether or not the classroom teacher needs additional resources, Professional Development, additional staff, specific intervention program, to best meet the needs of students. If it is determined that additional resources are required they will be provided by the Director of Education or school.

**School Level**

When/if the data shows us that students are not meeting academic achievement standards across an entire grade level or the entire school the following steps will be taken:

- Director of Education and classroom teachers will analyze student data to determine in what skills or areas students are struggling
- Director of Education will determine what steps will most highly impact achievement in this area, this could include: staff-wide professional development, new teaching strategy, additional curricula or program (example: adopting a new writing program if writing scores are not proficient), changes to the daily schedule to place more emphasis on subject area where students are struggling the most, implementation of school wide intervention.
- Director of Education will re-assess student achievement to see if changes have improved student outcomes or if additional interventions are necessary.

**Reporting Academic Achievement**

MdM believes that in addition to collecting and analyzing student data to inform our instruction, it is important to communicate this information with various stakeholders at regular intervals. We commit to the following communication schedule and methods:

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Method of Communication</th>
<th>Frequency</th>
<th>Intended Uses</th>
</tr>
</thead>
<tbody>
<tr>
<td>District/Authorizer</td>
<td>Annual school data report and School Improvement Plan</td>
<td>At least once/year, more frequently if requested</td>
<td>Assure that MdM is adequately meeting student achievement requirements to maintain authorization as a charter school.</td>
</tr>
<tr>
<td>Board of Directors</td>
<td>Data report at time of annual report to parents.</td>
<td>Annual report, once/year</td>
<td>Maintain oversight of the big picture direction of the school</td>
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<tr>
<td>Role</td>
<td>Description</td>
<td>Frequency</td>
<td>Action</td>
</tr>
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<tr>
<td>School Administrators</td>
<td>Data highlighted in Board Meeting agendas, Longitudinal data 3x/year, Board Meeting reports, at each board meeting</td>
<td>and be able to speak from a position of authority about the school’s academic progress.</td>
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<tr>
<td>School Administrators</td>
<td>Electronic copies of data generated by teacher assessments or standardized assessments, At least 3 times/year</td>
<td>Inform professional development, maintain accountability for the school as a whole and provide warning if a course correction is necessary.</td>
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<tr>
<td>Teachers</td>
<td>School-wide: Send electronic copies of school-wide data dashboards and discuss data information at Friday PD meetings. Classroom: Electronic copies of data dashboards, data analysis conferences with teachers, data teams. School-wide: As data becomes available but no less than 3 times/year. Classroom: Longitudinal data 3x/year. Classroom: As data becomes available but no less than 3 times/year.</td>
<td>Provide feedback about the success of the model school-wide. Encourage teachers to collaborate across grade-levels to support areas of growth across the school. Inform instruction and target personal PD goals to areas of growth for the whole class.</td>
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<tr>
<td>Students</td>
<td>Student-Level Data: Formal and informal Student-Teacher conferences, School Data: Whole school assembly and or as part of an authentic math exercise in the classroom. Student-Level Data: Formally, at least 2x/year. Informally, daily Student-Level Data: Once/year. School Data: Once/year.</td>
<td>Hold students accountable for their own learning and engage them as partners in their education. Help students learn to make informed choices about where to focus their energies during learning times.</td>
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<tr>
<td>Parents</td>
<td>Student-Level Data: Developmentally appropriate standards based report card designed around the MdM standards and developmental milestones for ECE students. Student-Level Data: 3 times/year.</td>
<td>Provide feedback about their student’s progress towards mastering MdM standards. Give parents suggestions for areas in which students might need additional support at home.</td>
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<tr>
<td>School-wide Data: “school report card”</td>
<td>School-wide Data: Once/year</td>
<td>Engage parents as partners in the whole school’s academic progress, provide parents with feedback about the work the school is doing to ensure that their child will receive a quality education.</td>
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