

**THE FUNDAMENTAL TENETS (Updated December 2021)**

1. **Cosmic Education** provides the framework for each individual to answer the question, “Who am I and why am I here?” Teacher education of all levels mirrors the underpinnings of cosmic education with consistent attention to repeated and expanding experiences leading to an appreciation of the web of relationships that is the universe, through an understanding of:
- the interconnectedness of all things
  - wonder and respect for the living and non-living world
  - nurturing the identity and the spirit of the child and the adolescent
  - indirect and direct preparation of each activity
  - sequencing based on whole-to-part-to-whole pathway
  - integrated spiral curriculum
  - awareness that the universe is an evolving, self-organizing force that offers many possibilities and is impacted by our actions.

	EXEMPLARY (ACTION)	SATISFACTORY (ANALYSIS)	GROWTH NEEDED (AWARENESS)
All levels approach the course content in a way that illustrates the inherent connections of cosmic education.	<p>1. Cosmic education is understood to be rooted in the methodology and subject areas of the earliest levels, emphasized at the elementary levels and explored more deeply in secondary to inspire social action. It is understood to be the driving force for the transformation of the teacher and ultimately for the child’s discovery of a cosmic task.</p> <p>2. Makes connections as it relates to spiritual development, identity development and social action. These connections facilitate direct and indirect preparation between all curricula at the level of study, and prior and succeeding levels is emphasized in every course.</p> <p>3. Respect for the living and non-living world permeates all subject areas and the impact of personal choice on the sustainability of each is a repeated theme throughout all courses (e.g., AL learns about environmental impacts of decisions regarding resource use).</p> <p>4. The mechanisms, theories and implications of evolution are a vital part of</p>	<p>1. Cosmic education is understood as a focus of all levels of Montessori curriculum and faculty can articulate the role their own course plays in the continuum. There is some discussion of the value and purpose of cosmic education in achieving these goals.</p> <p>2. An awareness of the spiritual connectedness, identity development and social action exists with course curriculum, but are approached as a series of discrete and isolated subjects with analysis of the direct and indirect preparation offered within and between courses.</p> <p>3. Respect for the living and non-living world is referenced as an ideal and there is some attention to the impact of personal choice on sustainability of each.</p> <p>4 The mechanism, theories and implications of evolution are</p>	<p>1. Cosmic education is viewed as an elementary focus. IT and EC courses do not address the ways in which the experiences and curriculum at those levels are the underpinnings of cosmic education at upper levels. Secondary courses do not address the manner and ways of building on the elementary cosmic curriculum to inspire social action.</p> <p>2. The course curricula are approached as a series of discrete and isolated subjects with occasional reference to connections, or to the direct and indirect preparation offered within and between subject areas.</p> <p>3. Respect for the living and non-living world is referenced as an ideal without analysis of the actions and decisions that demonstrate it.</p>

	<p>the curriculum at the elementary and secondary level. Adult learners embrace evolution of the person, planet and species and are prepared to respond to those who have religious beliefs that diverge from the scientific evidence.</p> <p>5. The curriculum demonstrates self-reflection and growth; exploring the influences of the past and recognizing the impact of actions upon creating a more diverse, inclusive, equitable and just society</p> <p>6. The adult learner is well equipped to deliver experiences and seek out social action opportunities that provide diverse perspectives to the children/adolescents through cosmic education at the appropriate level.</p> <p>7. Advocacy and opportunity to the community is an active goal. Serving the needs of others as it pertains to past experiences and being proactive towards a more equitable future is accomplished.</p> <p>8. The greater historical perspective is actively acknowledged and practiced as a way to bridge the gap and improve our connections to others.</p>	<p>presented through the Great Lessons and Impressionistic charts and experiments at the elementary level and revisited at the secondary level. Adult learners embrace this aspect of the curriculum.</p> <p>5. The curriculum references the influences of the past and recognizes the impact of actions upon creating a more diverse, inclusive, equitable and just society.</p> <p>6. The adult learner has an awareness of and seeks out opportunities and experiences that provide diverse perspectives to the children/adolescents through cosmic education at the appropriate level.</p> <p>7. Advocacy and opportunity to the community is understood. An awareness of the needs of others as it pertains to past experiences and being proactive towards a more equitable future is recognized.</p> <p>8. The greater historical perspective is actively acknowledged as a way to bridge the gap and improve our connections to others.</p>	<p>4. Evolution is not presented as a core aspect of the elementary curriculum or it is presented as “optional”.</p> <p>5. The curriculum references the influences of the past upon today's society with little or no encouragement of self-reflection or recognition of creating a more diverse, inclusive, equitable and just society.</p> <p>6. The adult learner must gain awareness of the need to provide diverse perspectives to the children/adolescents through cosmic education at the appropriate level.</p> <p>7. An objective towards advocacy and service has not been introduced. Understanding the needs of others has not been considered as part of the adult's preparation.</p> <p>8. The greater historical perspective needs to be acknowledged as a way to improve our connections to others.</p>
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2. **Transformation of the Adult** is an essential outcome of the teacher education course, with an emphasis on spiritual preparation, service to humanity, and the attitudes and dispositions inherent in the philosophy.

	EXEMPLARY (ACTION)	SATISFACTORY (ANALYSIS)	GROWTH NEEDED (AWARENESS)
<p>Spiritual preparation</p> <p>There is a plan, process or awareness that fosters a transformational process throughout all the TEP's program levels.</p>	<p>1. The TEP presents opportunities to explore and facilitate personal reflection and development of one's character and values using a culturally sensitive lens.</p> <p>2. Adult learners can articulate and practice self-awareness, self-reflection, character development, and care of their own emotional health.</p> <p>3. The TEP has inclusionary practices and supports adult learners in addressing their own biases and attitudes.</p>	<p>1. The TEP presents opportunities to explore personal reflection and development of one's character and values using a culturally sensitive lens.</p> <p>2. Adult learners can articulate and practice self-awareness, self-reflection, character development, and care of their own emotional health.</p> <p>3. The TEP has inclusionary practices and supports adult learners in addressing their own biases and attitudes.</p>	<p>1. The TEP needs to look for opportunities to explore personal reflection and development of one's character and values using a culturally sensitive lens.</p> <p>2. Adult learners can articulate and practice self-awareness, self-reflection, character development, and care of their own emotional health.</p> <p>3. The TEP has inclusionary practices and supports adult learners in addressing their own biases and attitudes.</p>
<p>Service to humanity</p> <p>The TEP implements a plan, encourages the development of cultural sensitivity and an awareness of implicit biases as a service to humanity.</p>	<p>1. The TEP presents models for adults to implement service to humanity and explores opportunities for community service.</p> <p>2. Adult learners demonstrate interconnectedness, receptivity, and openness when designing curriculum and engaging children and their families.</p>	<p>1. The TEP presents models for adults to implement service to humanity and explores opportunities of community service.</p> <p>2. Adult learners understand the interconnectedness, receptivity, and openness when designing curriculum and engaging children and their families.</p>	<p>1. The TEP presents a model for adult learners to implement service to humanity and explores opportunities of community service.</p> <p>2. Adult learners acknowledge interconnectedness, receptivity, and openness when designing curriculum and engaging children and their families.</p>
<p>Dispositions and attitudes</p> <p>The TEP has an articulate plan process or awareness for reflective practices and learning experiences that intentionally highlights the virtues of tranquility, patience, charity, and humility.</p>	<p>1. The TEP provides extensive resources and literature for the study of tranquility, patience, charity, humility, and other virtues.</p> <p>2. The TEP provides the adult learners with extensive opportunities to design activities for the practice of these virtues.</p>	<p>1. The TEP provides some literature for the study of tranquility, patience, charity, humility, and other virtues.</p> <p>2. The TEP provides the adult learners with some opportunities to design activities for the practice of these virtues.</p>	<p>1. The TEP needs to create a bibliography for the study of tranquility, patience, charity, humility, and other virtues.</p> <p>2. The TEP recommends opportunities to design activities for the practice of these virtues.</p>

3. **Education for Peace** is the ultimate task of Montessori education. Intentional, peaceful communities of learners cultivate respect for all humanity, appreciation of world cultures, and the valuing of diversity, social justice, and equality. These communities exercise trust and peaceful ways of addressing conflict and working together.

	EXEMPLARY (ACTION)	SATISFACTORY (ANALYSIS)	GROWTH NEEDED (AWARENESS)
Peace Education as a course component.	<p>1. Peace education has been broadly and fully defined to include Dr. Montessori's work as a social justice movement. Social-emotional intelligence, recognition of justice, equity diversity and inclusion, global/multicultural awareness, conflict resolution, and bullying response and prevention.</p> <p>2. The Peace Education scope and sequence of the TEP has been mapped within each course level and across levels. Scope and sequence are designed with intentionality for a global viewpoint and meeting the needs of diverse individuals and populations, both for adult learners, children and adolescents.</p> <p>3. Application of intentional, peaceful collaboration among diverse groups and individuals occurs during the course at developmentally appropriate levels. Adult learners are prepared to implement and model the meaning, components and actions of education for peace.</p>	<p>1. Peace education has been broadly and fully defined by the TEP and course syllabi include some but not all the following aspects: social justice, social-emotional intelligence, recognition of justice, equity diversity and inclusion, global/multicultural awareness, conflict resolution, and bullying response and prevention.</p> <p>2. The TEP mapped the scope and sequence of peace education across levels but presentation is inconsistent from level to level.</p> <p>3. There is application of some, but not all elements of peace education to provide a global perspective.</p>	<p>1. Peace education is included in some aspects of the course, but content is limited to conflict resolution.</p> <p>2. A review of peace education sequence in TEPs with multiple levels is recommended.</p> <p>3. There is limited application of the concepts of peace education in the course. The scope and sequence does not provide a global perspective or consideration of diverse needs.</p>
Develops a community of learners with trust, diversity and peaceful ways of working together and addressing conflict with awareness of the broader world.	<p>1. Adult learners and faculty can articulate the nature and value of a diverse community in a Montessori classroom and school community. They work together as a highly collaborative and supportive community. Adult learners are practiced at leading community meetings and are prepared to facilitate a culture of connection and collaboration in their classrooms.</p> <p>2. Adult learners can articulate and apply an expansive notion of diversity</p>	<p>1. The nature and definition of "community" in a Montessori classroom and in a school are explored in discussion. This spirit of collaboration and mutual support has been intentionally facilitated by the TEP.</p> <p>2. The adult learners are introduced to the concept of diversity and understand how to</p>	<p>1. The concept of a "community" in a Montessori classroom and school is introduced but rarely practiced during the course. There is little attempt to create a connection between adult learners.</p> <p>2. The adult learners need to be introduced to the concept of diversity and</p>

	<p>and a variety of strategies for inclusion of diverse members in the community.</p> <p>3. Faculty and adult learners welcome and encourage the open expression and exploration of divergent points of view.</p> <p>4. Communication is open, effective and proactive. Adult learners demonstrate skills required to engage in difficult conversations and to resolve conflict. When conflict arises it is addressed promptly.</p> <p>5. Adult Learners can articulate the nature of trust using a diverse perspective to establish and maintain it with all parents, coworkers and students and how to repair it if it is broken.</p> <p>6. Adult learners can clearly articulate the idea of diversity and strategies for inclusion of all members in the community.</p> <p>7. Adult learners are prepared to apply knowledge regarding the impact of trauma (of individuals and communities) to contribute to positive social change.</p>	<p>implement the concept of diversity in the community.</p> <p>3. Faculty allow the open expression and exploration of divergent points of view but are not always intentional in exploring them or in encouraging adult learners to overcome reluctance to express them.</p> <p>4. Communication is open and proactive. Adult learners have been introduced to skills required to engage in difficult conversations but are not comfortable with addressing difficult conversations independently.</p> <p>5. The establishment and restoration of trust using culturally inclusive methods is taught and adult learners understand the importance of it in their partnership with parents.</p> <p>6. Adult learners are introduced to and can articulate the idea of diversity and some strategies for inclusion of all members in the community.</p> <p>7. Adult learners are aware of the impact of trauma (of individuals and communities) and the need for positive social change.</p>	<p>are not given strategies to implement the concept of diversity in the community.</p> <p>3. Faculty should encourage or explore divergent points of view. Communication skills are not part of the course content and conflict resolution is introduced but practice is limited to work with children.</p> <p>4. Addressing conflict is avoided.</p> <p>5. Establishment of trust using culturally inclusive methods in the parent- teacher-child or teacher-child relationship is not specifically addressed by the TEP.</p> <p>6. The concept of diversity and inclusion need to be explored and strategies for the inclusion of diverse members of the community should be recognized.</p> <p>7. The concept of trauma on individuals and communities has not been introduced.</p>
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4. **Respect** for oneself, others, and for the environment is fostered in all interactions.

	EXEMPLARY (ACTION)	SATISFACTORY (ANALYSIS)	GROWTH NEEDED (AWARENESS)
<p><b>Respect for self</b></p> <p>There is an articulated plan, process, or analysis for elements of self-respect, which is holding yourself in esteem and believing that you are good and worthy of being treated well. It's the foundation of living with dignity.</p>	<ol style="list-style-type: none"> <li>1. Adult learners practice personal reflection regarding their positive attitude and humility to learn from their experiences.</li> <li>2. The program provides personalized support and coaching to aid the adult learner in their growth. The adult learner actively engages in their own physical, emotional, and mental self-care including the ability to set boundaries.</li> <li>3. Adult learners can articulate the importance of their individual and social identity, and this becomes the basis for respectful teaching.</li> </ol>	<ol style="list-style-type: none"> <li>1. Adult learners are guided through a process of personal reflection regarding their positive attitude and humility to learn from their experiences.</li> <li>2. The program creates an awareness to aid the adult learner in their growth. The Adult learner gains an understanding of their own physical, emotional, and mental self-care including the ability to set boundaries.</li> <li>3. Adult learners understand the importance of their individual and social identity, and this becomes the basis for respectful teaching.</li> </ol>	<ol style="list-style-type: none"> <li>1. Adult learners need guidance with personal reflection regarding their positive attitude and humility to learn from their experiences.</li> <li>2. The program needs to aid the adult learner in their growth and actively engage the adult learner in their own physical, emotional, and mental self-care including the ability to set boundaries.</li> <li>3. Adult learners need to understand the importance of their individual and social identity, and this becomes the basis for respectful teaching.</li> </ol>
<p>There is an articulated plan, process or awareness surrounding respect for others.</p>	<ol style="list-style-type: none"> <li>1. The TEP creates and communicates basic programmatic standards and involves adult learners in creating agreed-up community expectations for open, respectful behavior and conduct during their course.</li> <li>2. Adult learners can articulate the importance of others' individual and social identity and are prepared to engage in a respectful community.</li> <li>3. Adult learners model respect for others to be active contributors to an inclusive and diverse community.</li> </ol>	<ol style="list-style-type: none"> <li>1. The TEP communicates basic programmatic standards in creating agreed-up community expectations for open, respectful behavior and conduct during their course.</li> <li>2. Adult learners can articulate the importance of others' individual and social identity, and this becomes the basis for a respectful community.</li> <li>3. Adult learners model respect for others as part of an inclusive and diverse community.</li> </ol>	<ol style="list-style-type: none"> <li>1. The TEP needs to communicate basic programmatic standards and involves adult learners in creating agreed-up community expectations for open, respectful behavior and conduct during their course.</li> <li>2. Adult learners need to identify others' individual and social identity, and this becomes the basis for a respectful community.</li> <li>3. Adult learners need to become aware of the importance of respect for others and contribute to an inclusive and diverse community.</li> </ol>

<p>Respect for environment</p> <p>The TEP has an articulated plan process or awareness that instills respectful habits for the care of all environments including the Earth, homes, and learning environments.</p>	<p>1. Adult learners participate in care of their learning environments and individuals take initiative when they see a need to care for the environment.</p> <p>2. Adult learners participate in creating age-appropriate activities for children and adolescents to care for the Earth, home, and learning environments.</p>	<p>1. Adult learners understand how to participate in care of their learning environments and individuals take initiative when they see a need to care for the environment.</p> <p>2. Adult learners understand how to create age-appropriate activities for children and adolescents to care for the Earth, home, and learning environments.</p>	<p>1. Adult learners need to gain an understanding of the participation and care of their learning environments and individuals take initiative when they see a need to care for the environment.</p> <p>2. Adult learners need to gain an understanding of creating age-appropriate activities for children and adolescents to care for the Earth, home, and learning environments.</p>
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**5. The Prepared Environment** The Prepared Environment fosters learning through relationships, interactions, and materials using culturally diverse methods and awareness of equity.

	EXEMPLARY (ACTION)	SATISFACTORY (ANALYSIS)	GROWTH NEEDED (AWARENESS)
Psychological Environment	<p>1. The TEP creates a classroom as space that allows for and encourages exploration, movement, making mistakes, asking questions, reflection, respect for cultural backgrounds and differences - this is all under the umbrella of psychological preparedness and awareness - emotional safety.</p> <p>2. Adult learners demonstrate the ability to critically evaluate accuracy of materials as well as the suitability and accuracy of supplemental materials before adding to the classroom.</p>	<p>1. The TEP creates a classroom as space that allows for exploration, movement, making mistakes, asking questions, reflection, respect for cultural backgrounds and differences - this is all under the umbrella of psychological preparedness and awareness - emotional safety.</p> <p>2. There is some discussion of the need to monitor accuracy of materials and the pros and cons of supplementary materials and practice evaluating such materials.</p>	<p>1. The TEP creates a classroom as space that should allow for exploration, movement, making mistakes, asking questions, reflection, respect for cultural backgrounds and differences. There is not a focus of psychological preparedness, awareness and emotional safety.</p> <p>2. Criteria for evaluating supplementary materials and accuracy are not provided or discussed.</p>
Physical Environment  <i>The environment reflects the culture and identity of the children in the classroom and the cultures and experiences of others. There are books and materials that are reflective and inclusive of everyone.</i>	<p>1. The classroom is representative of different cultures within the classroom, school, and wider community. The art that is displayed, the landmarks that are discussed and the language, geography and culture reflect the children in the classroom and the global community.</p> <p>2. Furniture is adult size and allows flexible arrangement to support various types of collaborative and independent learning.</p> <p>3. Academic phase instruction occurs within or adjacent to fully equipped classroom of the level of instruction. Adults have exposure to multiple such environments for observations, throughout their study.</p> <p>4. Classroom is comfortable, orderly, clean and safe. All materials and supplies within the classroom are intentional and have a purpose - clear that the room is set for the learners in that environment.</p>	<p>1. The classroom shows some representation of different cultures within the classroom, school and wider community. There is some representation of the geography and culture which reflects the children in the classroom and the global community.</p> <p>2. Furniture is adult sized, arranged in a way to support collaborative learning.</p> <p>3. Academic phase instruction occurs within or adjacent to a fully equipped classroom of the level of instruction, or such a classroom is constructed within the adult learning space.</p> <p>4. Example classroom is clean, in good repair, safe and orderly. Attention is paid to physical comfort.</p>	<p>1. The classroom requires representation of different cultures within the classroom, school and wider community.</p> <p>2. The adult learning environment provides inappropriate sized furniture or furniture that is not arranged in a way that supports collaborative learning.</p> <p>3. Example classroom is not fully equipped. It is dingy, dirty, unsafe and/or in need of repair.</p> <p>4. Classroom is disorderly, dirty or in need of repair and attention to beauty. Physical comforts in support of optimum learning are lacking.</p>



<p>5. Adults have access to materials from every curriculum area throughout the academic phase and to a variety of examples available for some activities.</p> <p>6. Materials are sequenced, clean, in good repair, complete and adequate in number and there are adequate sets to allow for efficient practice.</p> <p>7. Materials used for presentations, including rugs, supplies and didactic materials, and practice are adequate in number, clean, in good repair and demonstrate a variety of options.</p> <p>8. Materials represent multiple perspectives, centering varied cultural backgrounds and practices, as well as differing learning styles.</p> <p>9. The course exposes learners to a variety of outdoor learning environments and “classrooms” as part of the instructional experience.</p> <p>10. Technology is easily accessible and used based on the practices established by the program. Technology is made available to all adult learners.</p> <p>11. There are extensive resources for material making high fidelity materials and research (e.g., paper cutters, copy machines, printers, internet, books and accessories, raw materials for purchase).</p>	<p>5. Adults have access to materials from every curriculum area throughout the academic phase.</p> <p>6. Materials are sequenced, clean, mostly complete and adequate in number.</p> <p>7. Rugs used for presentations and practice are adequate in number, clean and in good repair.</p> <p>8. Some materials represent multiple perspectives, centering varied cultural backgrounds and practices, and/or differing learning styles.</p> <p>9. There is discussion of purpose and creation of outdoor learning environments during the instructional period.</p> <p>10. The adult learners have access to technology during the academic sessions.</p> <p>11. There are some resources for material making and research.</p>	<p>5. The environment is not established with all the curriculum areas.</p> <p>6. Materials for the component being taught at the moment are available but those for other course components are removed. Materials for instruction or practice are missing, incomplete, worn, dirty or lacking in number or there is only one of each material.</p> <p>7. Rugs used for presentations lack one or more of the necessary qualities: number, cleanliness, or good repair.</p> <p>8. Materials should represent multiple perspectives, or centering varied cultural backgrounds and practices, or differing learning styles.</p> <p>9. There is little or no exposure or discussion of outdoor learning environments during the instruction period. Any exposure to outdoor learning environments occurs via video or field trip.</p> <p>10. The adult learners have no access to technology.</p> <p>11. There are minimal resources for material making and research.</p>
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<p>Environmental factors that impact the child's development.</p>	<p>1. The TEP provides the adult learner with an awareness and reflective practices pertaining to the impact of the social/emotional and physical environment within the home/school and broader community upon the development of the child/adolescent and can adjust instruction and guide the child/adolescent based on that knowledge.</p> <p>2. The TEP provides the perspective of the adult learner as an agent of change in the child's life and provides the tools and resources to act as such.</p>	<p>1. The TEP provides the adult learner with an awareness of the impact of social/emotional and physical environment within the home, school and broader community upon the development of the child.</p> <p>2. The TEP provides the perspective of the adult learner as an agent of change in the child's life.</p>	<p>1. The TEP needs to provide the adult learner with an awareness of the impact of social/emotional and physical environment within the home school and broader community upon the development of the child.</p> <p>2. The TEP needs to introduce the perspective of the adult learner as an agent of change in the child's life.</p>
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6. **Constructivist Theory** applies to all levels of Montessori education. Individuals of different ages actively construct knowledge through enriching interchanges and experiences with others and the physical environment.

	EXEMPLARY (ACTION)	SATISFACTORY (ANALYSIS)	GROWTH NEEDED (AWARENESS)
<p>Application of Constructivist Theory and Appropriate Adult Instructional Practice.</p> <p>(1st Period PRESENT) Activate learners' prior knowledge, present the content.</p> <p>(2nd period PRACTICE) Give time to explore, practice and process the content together in a variety of ways.</p> <p>(3rd period ARTICULATE) Summarize, synthesize, and retrieve content to assess and increase retention.</p>	<p>1. Faculty have training in facilitation of adult learning and develop outcomes, plans and assessments that provide evidence of achievement of outcomes.</p> <p>2. Instructional methods consider the diverse experiences of adult learners and provide assignments and assessments that meet the needs of a variety of adult learners.</p> <p>3. Instructional methods include a rich mix (6+) of strategies including lecture, visuals, hands on activities, observation, case studies, Socratic method, crucial questions, demonstrations, small group discussion, advance organizers, and a variety of active learning experiences.</p> <p>4. The principles of constructivist and brain based instructional practice for adults are consistently used with adult learners by all instructors. (See above-instructional methods).</p> <p>5. The uses of the three-period lesson for constructivist and brain-based education are explicitly analyzed and applied by both faculty and adult learners. See Column 1- Instructional methods.</p> <p>6. Adult learners are introduced to the planning of instruction for adults and public presentations and demonstrate a strong ability to plan, prepare and present content, and the results of their learning, employing course principles as they do so.</p>	<p>1. Faculty are trained in facilitation of adult learning and the majority develop outcomes and instructional plans with minimal evidence of achievement of outcomes.</p> <p>2. Instructional methods consider the diverse experiences of adult learners and provide some alternative learning and assessment methods.</p> <p>3. Some instructors utilize a variety (3 – 6) of instructional strategies (lecture, visuals, hands on activities, observation, crucial questions, demonstrations, small group discussion, advance organizers, and a variety of active learning experiences.</p> <p>4. Some instructors use the principles of constructivist and brain based instructional practice for adults. (See Column 1- instructional methods).</p> <p>5. The connection of the three-period lesson to constructivist and brain-based education is mentioned but not fully understood or applied by all instructors.</p> <p>6. Adult learners are introduced to the planning of instruction for adults and public presentations and receive limited practice applying these principles during the course.</p>	<p>1. Faculty have limited or no training in facilitation of adult instructional methods and do not establish outcomes, nor employ instructional plans to achieve them.</p> <p>2. Instructional methods and assessment tools need to consider the diverse experiences of adult learners.</p> <p>3. Instructional methods are primarily passive (lecture and note-taking) with little opportunity for active processing, questioning or interaction with the content.</p> <p>4. Individual content modules are missing one or more elements of constructivist and brain based instructional practice. (See Column 1- instructional methods).</p> <p>5. The three-period lesson is not utilized or recognized as a tool for adult instruction and learning by most instructors.</p> <p>6. Adult learners are not introduced to the principles of effective adult instruction and public presentations and receive no opportunities to share information with fellow adult learners.</p>

	<p>7. Instructional effectiveness and professionalism of faculty members is assessed by adult learners and these assessments are used to further develop faculty members' skill set.</p>	<p>7. Faculty members are assessed by adult learners and course supervisor on instructional technique and utilization of this information to develop faculty skills is limited or inconsistent.</p>	<p>7. Faculty instructional methods are assessed by the adult learners or staff, but the results are not utilized.</p>
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7. **Modeling** an inclusive respectful diverse global community, social-emotional awareness, digital citizenship, integrates the cultural curriculum that unites humanity, movement, choice, peer teaching, dispositions, commitment to service, and reflective practices by teacher educators and mentors occurs so adults observe and experience Montessori theory in action.

	EXEMPLARY (ACTION)	SATISFACTORY (ANALYSIS)	GROWTH NEEDED (AWARENESS)
<p>Modeling: inclusive respectful diverse global community, social-emotional awareness, digital citizenship, integrates the cultural curriculum that unites humanity, Movement, Choice and Peer teaching, Dispositions, Commitment to Service and Reflection.</p>	<ol style="list-style-type: none"> <li>1. The staff and faculty have participated in a shared discussion of Montessori principles of lifelong learning, reflective teaching practices, the spiritual development and the defined attitudes and dispositions of a Montessori teacher and how and why to model them in their work with adult learners.</li> <li>2. Model a deep awareness of the importance of a globally diverse community that honors and respects all citizens.</li> <li>3. There are frequent opportunities for reflection, movement and hands on learning throughout all course components.</li> <li>4. More than one learning activity is offered in many situations and adult learners are encouraged to suggest others.</li> <li>5. Peer teaching and collaboration is obvious and consistent throughout all components.</li> </ol>	<ol style="list-style-type: none"> <li>1. The staff and faculty have individually reviewed these Montessori principles and sometimes model them in their work with adult learners.</li> <li>2. Shows awareness of the importance of a globally diverse community that honors and respects all citizens.</li> <li>3. There are occasional opportunities for reflection, movement and hands-on learning.</li> <li>4. Choice of learning activity is offered in many situations and courses.</li> <li>5. Peer teaching and collaboration is limited or inconsistent from course to course.</li> </ol>	<ol style="list-style-type: none"> <li>1. Individual staff and faculty model some aspects of lifelong learning, reflective teaching practices and the defined attitudes and dispositions of a Montessori teacher but the TEP has not reviewed them as a community.</li> <li>2. Should provide awareness and modeling of the importance of a globally diverse community that honors and respects all citizens.</li> <li>3. Except for practice with materials there is little to no movement or hands on learning and reflection is limited to a few courses.</li> <li>4. Choice of learning activity is limited or non-existent in some courses.</li> <li>5. There are occasional opportunities for collaborative work, but instructors are still the primary dispensers of content.</li> </ol>
<p>AMS Program Level Characteristics and Best Practices Statements.</p>	<ol style="list-style-type: none"> <li>1. <i>AMS Program Level Characteristics and Best Practices Statements</i> found in the <i>AMS Teacher Education Affiliation Handbook</i> are provided to faculty and adult learners. Activities are devoted to review and application of them at every certification level.</li> <li>2. Adult learners can articulate the AMS position statements and determine whether accommodation or education is the appropriate response to situational variation and what accommodations are acceptable (e.g., Multiage classroom).</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>AMS Program Level Characteristics and Best Practices Statements</i> are provided to faculty and adult learners and class time, and they are discussed at every certification level.</li> <li>2. Adult learners can articulate the AMS position but not always the rationale or distinguish when accommodation or education are the appropriate response.</li> </ol>	<ol style="list-style-type: none"> <li>1. The AMS Program Level Characteristics and Best Practices Statements are provided to faculty and/or adult learners but there is no discussion of them among either group.</li> <li>2. Adult learners are unaware of the AMS position statements and cannot articulate the content.</li> </ol>

<p>Teacher Education Program Rights and Responsibilities.</p>	<p>1. <i>The AMS Teacher Education Program Rights and Responsibilities</i> is provided to faculty and adult learners and activities are devoted to review and application of them to practice at every certification level.</p> <p>2. The TEPs rights and responsibilities are applied with consideration of the cultural and global perspectives of the faculty and adult learner.</p> <p>3. Adult learners evaluate the TEP's fulfillment of its responsibilities as well as their fulfillment of their adult learner responsibilities at the completion of the course. This information is shared with faculty for reflection and improvement.</p>	<p>1. <i>The AMS Teacher Education Program Rights and Responsibilities</i> is provided to faculty and adult learners and discussed at every certification level.</p> <p>2. The TEPs rights and responsibilities give some consideration of the cultural and global perspectives of the faculty and adult learner.</p> <p>3. Adult learners evaluate the fulfillment of the TEPs responsibilities as well as their fulfillment of adult learner responsibilities at the completion of the course.</p>	<p>1. <i>The AMS Teacher Education Program Rights and Responsibilities</i> is provided to faculty and adult learners but there is no discussion of it among either group.</p> <p>2. The TEP needs to place more emphasis on the consideration of cultural and global perspectives of the faculty and the adult learner.</p> <p>3. There is no evaluation of fulfillment of responsibilities by adult learners or faculty.</p>
<p>Online Learning Development and Teaching.</p>	<p>1. Staff and faculty have a shared discussion of online learning best practices in developing and teaching online, including the joint creation of a method of ensuring quality.</p> <p>2. Support is provided to address the unique needs of online learners and instructors. Support includes an online learning expert experienced in developing and teaching online.</p> <p>3. Online learning encourages community engagement between learners and the instructor during learning. An online learning engagement tool is used to facilitate community engagement.</p> <p>4. All online learning meets accessibility needs of any learner and/or instructor.</p>	<p>1. Staff and faculty individual review online learning best practices to ensure quality in developing and teaching online.</p> <p>2. Support is occasionally provided to address the unique needs of online learners and instructors. Support includes occasional availability of an online learning expert experienced in developing and teaching online.</p> <p>3. Online learning encourages community engagement between adult learners and the instructor during learning.</p> <p>4. Some online learning meets accessibility needs of any learner and/or instructor.</p>	<p>1. Staff and faculty do not individually or as a group discuss best practices for ensuring quality in developing and teaching online.</p> <p>2. Support is not provided to address the unique needs of online learners and instructors. No expert experienced in developing and teaching online is made available.</p> <p>3. There is limited online community engagement between the instructor and the adult learners.</p> <p>4. Little to no learning meets reasonable accommodations for accessibility needs of a learner and/or instructor.</p>

**8. Observation** is of vital importance to the teaching and learning process. Teacher education programs communicate the necessity to develop increasing observation skills in one's own classroom and other classroom environments. Recordkeeping documents the on-going observations and learning outcomes that become the basis for future planning.

	EXEMPLARY (ACTION)	SATISFACTORY (ANALYSIS)	GROWTH NEEDED (AWARENESS)
Importance of Observation	<p>1. There is extensive adult learner review, reflection, and discussion of Dr. Montessori's writings about the teacher as an objective and unbiased observer and reflection on the dispositions one must cultivate to fulfill the role of observer.</p> <p>2. Adult learners understand the crucial role of observation in both their learning and that of the child and are committed to implementing strategies that make it a priority.</p> <p>3. The adult learner understands the importance of self-reflection in terms of implicit bias, labeling, assumptions, and judgements. These can each influence observations conducted by adult learners.</p>	<p>1. There is discussion of Dr. Montessori's writings about the teacher as an objective, unbiased and selfless observer, and some mention of the personal discipline required.</p> <p>2. The crucial importance of observation is emphasized, as is the need to create time for it. Strategies for prioritizing are explored and practiced.</p> <p>3. The adult learner has limited understanding of the importance of self-reflection in terms of implicit bias, labeling, assumptions, and judgements. These can each influence observations conducted by adult learners.</p>	<p>1. There is limited adult learner review or discussion of Dr. Montessori's writings about the teacher as an objective, selfless, unbiased observer, and no discussion of the personal discipline it takes.</p> <p>2. The importance of observation is mentioned but the discipline of teacher observation is not emphasized.</p> <p>3. The adult learner needs the tools necessary to understand the importance of self-reflection in terms of implicit bias, labeling, assumptions, and judgements.</p>
Observation Application and Assessment.	<p>1. Observation assignments allow the adult learner to focus on aspects of self-reflection, and awareness of biases, assumptions, and judgments.</p> <p>2. Adult learners demonstrate a commitment to effective documentation of their observations and actively use them for reflection and modification of teaching strategies.</p> <p>3. Assessment and feedback on adult learner observations is consistent, useful and provides a pathway for sharpening and expanding skills and approaches.</p> <p>4. Observation assignments and activities effectively provide a variety of types and tools for objective observation, documentation, and practical implementation.</p>	<p>1. Observation assignments allow the adult learner to focus on some aspects of self-reflection, and awareness of biases, assumptions, and judgments.</p> <p>2. Observation assignments and activities provide some types and practice for objective observation and documentation.</p> <p>3. Feedback and follow-up on the quality and uses of practice observations is inconsistent and improvement is not monitored.</p> <p>4. Adult learners are required to document their observations but not to use them for reflection and modification of teaching strategies.</p>	<p>1. Observation assignments do not allow the adult learner to focus on aspects of self-reflection, and awareness of biases, assumptions, and judgments.</p> <p>2. Observation assignments provide limited exposure to types of observation. Assignments are not effective in establishing the personal habit of objective observation and documentation.</p> <p>3. There is little or no feedback and follow-up on the practice observations so long as they are submitted.</p> <p>4. Efficient documentation techniques are not introduced, and adult learners struggle to implement this practice.</p>

**9. Assessments** are part of the teaching and learning cycle. Various formats meet learners where they are and guide them forward to meet the AMS course objectives to be an effective Montessori teacher.

	EXEMPLARY (ACTION)	SATISFACTORY (ANALYSIS)	GROWTH NEEDED (AWARENESS)
Assessment as part of the formative and summative learning cycle with specific performance criteria provided to students.	<ol style="list-style-type: none"> <li>Instructors assume primary responsibility for assessment and evaluation but also provide ample opportunities and guidance for self-reflection and for peer feedback among adult learners.</li> <li>Assessment is both formative and summative. There are rubrics specifically tailored to the learning outcomes of each assignment that clearly describe performance outcome criteria.</li> <li>The purpose and value of objective assessment and feedback to meet the needs of all learners is applied constructively with consistent documentation by all faculty.</li> <li>Assessment is equity-based and provides culturally sensitive methods of evaluation and feedback.</li> </ol>	<ol style="list-style-type: none"> <li>Instructors assume primary responsibility for assessment and evaluation and offer some opportunities for self-reflection and for peer feedback.</li> <li>Assessment is both formative and summative. There are rubrics for many assignments though they are not generally tailored to specific assignments.</li> <li>There is general agreement about purposes and value of ongoing assessment and feedback that meets the needs of all learners, but quality and quantity is inconsistent from one instructor to the next.</li> <li>There is an emphasis on assessment that is equity-based and the provision of culturally sensitive methods of evaluation and feedback usually occurs.</li> </ol>	<ol style="list-style-type: none"> <li>Instructors assume primary responsibility for assessment and evaluation and opportunities for feedback and self-reflection are not utilized.</li> <li>Assessment is seen primarily as a summative event. There are no rubrics for assignments and/or no consistency in assessment practices from one instructor to another.</li> <li>Students receive minimal feedback from instructors during the course. Feedback lacks constructive or documented consistently and/or is subjective and requires consideration of the learner's perspective and needs.</li> <li>There needs to be an awareness on equity-based assessment and consideration of culturally sensitive methods of evaluation and feedback.</li> </ol>
Methods of Assessment are clearly defined and meet the needs of the Adult Learner.	<ol style="list-style-type: none"> <li>TEP has systematically reviewed and documented options for formative and summative assessment and shares these regularly with all faculty for the purpose of enhancing assessment.</li> <li>Compilation and review of all critical assessment data occurs and is the basis for course improvement planning.</li> <li>Assessment is used to identify adult learners who need additional support and there is a defined documented process and includes a variety of methods of support.</li> </ol>	<ol style="list-style-type: none"> <li>TEP has systematically reviewed and documented options for formative and summative assessment and shares these occasionally with all faculty.</li> <li>Compilation of all critical assessment data occurs and is used by some program staff to improve the course.</li> <li>Assessment is used to identify adult learners who need additional support.</li> </ol>	<ol style="list-style-type: none"> <li>There has been no systematic review of effective methods of assessment for adult learners.</li> <li>There is no systematic compilation of assessment data to evaluate course and student outcomes or improvement areas of ineffectiveness.</li> <li>There is no attempt to identify adult learners who need additional support.</li> </ol>



	4. Assessment methods and screening tools for children are presented and evaluated in each subject area as appropriate.	4. The purpose and types of assessment methods for children at the developmental level are reviewed in each course component.	4. Assessment methods are not explored or are presented as unnecessary in Montessori classrooms.
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**10. A Practicum Phase** provides the adult learner with a teaching and learning experience under the guidance of a mentor. Observation, specific feedback, internalization, and further study guides Montessori theory into practice.

	EXEMPLARY (ACTION)	SATISFACTORY (ANALYSIS)	GROWTH NEEDED (AWARENESS)
Justice, equity, diversity and inclusion topics are incorporated into the TEPs practicum expectations.	<p>1. The TEP has embedded justice, equity, diversity, and inclusion, as evidenced in a vision, mission and practice and the work done with and expected of the adult learners.</p> <p>2. The TEP has communicated the importance of embedding justice, equity, diversity, and inclusion, into the work done at the practicum site.</p> <p>3. Adult learners receive clear and useful information about working with students, families and guardians of diverse backgrounds, socio economic levels, family structures, etc.</p> <p>4. Adult learners receive clear and useful information about working with colleagues with diverse backgrounds.</p>	<p>1. The TEP has shared some information about justice, equity, diversity and inclusion into the work done with and expected of the adult learners.</p> <p>2. The TEP has shared some information with the practicum site about the importance of including justice, equity, diversity and inclusion into the work done at the practicum site.</p> <p>3. Adult learners receive some information about working with students, families and guardians of diverse backgrounds, socio economic levels, family structures, etc.</p> <p>4. Adult learners receive some information about working with colleagues with diverse backgrounds.</p>	<p>1. The TEP has not embedded any information about justice, equity, diversity and inclusion into the work done with or expected of the adult learners.</p> <p>2. The TEP has not shared any information with the practicum site about the importance of including justice, equity, diversity and inclusion into the work done at the practicum site.</p> <p>3. Adult learners do not receive information about working with students, families and guardians of diverse backgrounds, socio economic levels, family structures, etc.</p> <p>4. Adult learners do not receive information about working with colleagues with diverse backgrounds.</p>
Practicum phase for observation and internalization and study.	<p>1. The sequence of experiences and responsibilities offered during the practicum is clearly defined to ensure practical experience in all areas and according to the age group of the credential.</p> <p>2. There is a process to ensure continual reflection on the application of theory to classroom practice.</p> <p>3. There are written agreements between TEP and practicum sites and/or supervising teachers that outline expectations are on file for each adult learner. Practicum sites are visited when new or when there is a change in staffing to be sure they are meeting requirements.</p> <p>4. Self-directed learners receive extra support in the form of consultations, extra visits, prolonged practicum period, etc.</p>	<p>1. The sequence of experiences and responsibilities to be offered at the practicum site is defined but does not ensure effective practice in all areas and according to the age group of the credential.</p> <p>2. There is a process for limited reflection on application of theory to classroom practice.</p> <p>3. There are written agreements between TEP and practicum sites and/or supervising teachers that outline expectations. Practicum sites are visited when new.</p> <p>4. Self-directed learners receive extra support in the form of consultations, extra visits, etc.</p>	<p>1. The sequence of experiences and responsibilities offered during the practicum are not defined and there is plan for ensuring limited experience with the age group of the credential.</p> <p>2. There is no reflection on application of theory to practice built into the course.</p> <p>3. There is a written agreement between TEP and practicum site and/or supervising teacher but it does not fully define responsibilities of each or the agreements are used inconsistently. Suitability of the practicum site is not evaluated by the TEP.</p> <p>4. Self-directed learners receive limited to no extra support in the form of consultations, extra visits, prolonged practicum period, etc.</p>

	<p>5. Assignments demonstrating various types of observation are completed during the practicum to reinforce the importance of observation as a foundational skill in teaching.</p> <p>6. Adult learners evaluate the effectiveness of their practicum site and/or head teacher at the end of their practicum and the results are used to inform future adult learner placement. There is a clearly described procedure to follow if problems arise during the practicum.</p> <p>7. The practicum site meets the criteria as stated in Fundamental Tenet #5 - the Prepared Environment - regarding the physical and psychological environments.</p>	<p>5. There are at least three varied observation assignments tied to experience during the practicum.</p> <p>6. Adult learners evaluate the effectiveness of their practicum site and/or head teacher at the end of their practicum. There is a clearly described procedure to follow if problems arise during the practicum.</p> <p>7. The practicum site is working towards meeting the criteria as stated in Fundamental Tenet #5 - the Prepared Environment - regarding the physical and psychological environments.</p>	<p>5. There is only one observation assignment tied to experience during the practicum.</p> <p>6. Adult learners do not evaluate their practicum site or head teacher at the end of the practicum. There are no procedures to follow if problems arise during practicum.</p> <p>7. The practicum site does not meet the criteria as stated in Fundamental Tenet #5 - the Prepared Environment - regarding the physical and psychological environments.</p>
<p>Role of mentors.</p>	<p>1. TEP shares and enforces clear standards for practicum site administrators and supervising teachers that include all AMS requirements.</p> <p>2. Practicum site administrators and supervising teachers receive written instruction and verbal training about their responsibilities to the adult learner.</p> <p>3. Field consultants have detailed and clear written guidelines and training in their responsibilities.</p> <p>4. The adult learner receives at least monthly contact from a course representative (e.g., field consultant, instructor or administrator).</p> <p>5. The adult learner receives written and verbal feedback after every field consultant visit and from supervising teacher or school administrator at least midyear and at the conclusion of the practicum.</p> <p>6. The TEP has a mentoring program that continues through the first two years post credential.</p>	<p>1. TEP shares and enforces clear standards for practicum site administrators and supervising teachers that include all AMS requirements.</p> <p>2. Practicum site administrators and supervising teachers receive some training about their responsibilities to the adult learner.</p> <p>3. Field consultants have written guidelines or training in their responsibilities.</p> <p>4. The adult learner receives monthly contact from a course representative (e.g., field consultant, instructor or administrator during the practicum).</p> <p>5. The adult learner receives written and verbal feedback after every field consultant visit and from supervising teacher or school administrator at least midyear and at the conclusion of the practicum.</p> <p>6. Graduates are invited to maintain contact but there is no formal support for this.</p>	<p>1. TEP shares but does not enforce clear standards for practicum site administrators and supervising teachers that include all AMS requirements.</p> <p>2. Practicum site administrators and supervising teachers receive no training about their responsibilities to the adult learner.</p> <p>3. Field consultants should have written guidelines or training in their responsibilities.</p> <p>4. The adult learner receives infrequent contact from a course representative (e.g., field consultant, instructor or administrator during the practicum).</p> <p>5. The adult learner receives written and verbal feedback after every field consultant visit and from supervising teacher or school administrator at least midyear and at the conclusion of the practicum.</p> <p>6. There is no attempt to maintain contact after graduation.</p>

11. **The Continuum of Development** across time, place and culture is honored through equal appreciation of all program levels who learn from each other and respect the contributions of Montessori pioneers, leaders, and practicing and aspiring teachers.

	EXEMPLARY (ACTION)	SATISFACTORY (ANALYSIS)	GROWTH NEEDED (AWARENESS)
<p>Developmental continuum is honored across levels.</p>	<ol style="list-style-type: none"> <li>1. All levels of Dr. Montessori's Planes of Development are explored in philosophy and the implications for learning and development explored as they apply to individual subject areas, diverse populations and cultural implications.</li> <li>2. The similarities and differences between characteristics of the Plane at the level of study and the level preceding and following are explored as is the impact of these characteristics on individual subject areas.</li> <li>3. Current findings in developmental psychology and neuroscience are examined and implemented methodically with cultural sensitivity in lessons and experiences throughout the curriculum to facilitate the growth of each child and adolescent.</li> <li>4. The connections between Montessori's planes of development, developmental psychology and neuroscience are explicit, emphasized and applied. They are implemented methodically with cultural sensitivity in lessons and experiences throughout the curriculum to facilitate the growth of each child and adolescent.</li> <li>5. Observe and analyze the transformation of teachers, parents, and schools with cultural awareness and sensitivity to drive growth and change throughout the organization.</li> </ol>	<ol style="list-style-type: none"> <li>1. All levels of Dr. Montessori's Planes of Development are presented in philosophy and the implications for learning and development explored in some individual subject areas with consideration of how they impact diverse populations and cultural implications.</li> <li>2. There is some examination of the characteristics of the Plane below and/or above the area of study and little exploration of the impact of these characteristics on individual subject areas.</li> <li>3. Current findings in developmental psychology and neuroscience are examined and implemented with cultural sensitivity in some lessons and experiences in some areas of the curriculum to facilitate the growth of each child and adolescent.</li> <li>4. Connections between Montessori's Planes of Development, developmental psychology and neuroscience are explored with cultural sensitivity in some lessons and experiences in some areas of the curriculum to facilitate the growth of each child and adolescent.</li> <li>5. Observation and analysis of the transformation of teachers, parents and schools has begun, but the connections and patterns driving growth and change need to be implemented.</li> </ol>	<ol style="list-style-type: none"> <li>1. The Planes of Development are presented in the philosophy course but the implications for individual course components are missing or inconsistently presented.</li> <li>2. The characteristics of the Plane for the level of study are studied but the interconnections and differences between the level of study and the other levels are not addressed.</li> <li>3. Current findings in developmental psychology and neuroscience are introduced and applied sporadically and with a culturally narrow perspective to some areas of the curriculum.</li> <li>4. The connections between Montessori's planes, developmental psychology and neuroscience are introduced and applied sporadically and with a culturally narrow perspective to some areas of the curriculum.</li> <li>5. Transformation of teachers, parents and/or schools is not examined nor implemented to drive growth and change.</li> </ol>

	6. Strategies to address the impact of trauma, inequity and exclusion are implemented throughout all aspects of a course level and across course levels.	6. Analysis of the impact that trauma, inequity and exclusion have on development is examined at every course level.	6. The impact that trauma and inequity have not explored as a factor in the Continuum of Development.
Recognition and implementation of reciprocal learning occurs among children/adolescents and teachers.	<p>1. The patterns of reciprocal learning and teaching between children, children and teacher, teacher and mentor, are examined thoroughly and rooted in observation and facilitated across all course levels.</p> <p>2. Adult learners are prepared to implement developmentally appropriate strategies and articulate the value of peer teaching among students.</p> <p>3. Adult learners are able to create a reciprocal learning environment which is culturally rich and diverse.</p>	<p>1. The patterns of reciprocal learning and teaching between children, children and teacher, teacher and mentor, are understood to be rooted in observation but are limited in practice.</p> <p>2. Adult Learners can analyze the value of peer teaching and have access to limited implementation strategies.</p> <p>3. Adult learners are aware of and able to analyze the value of reciprocal learning which occurs in a culturally rich and diverse environment.</p>	<p>1. The patterns of reciprocal learning and teaching between children, children and teacher, teacher and mentor need to be implemented.</p> <p>2. Adult learners can articulate the value of peer teaching but need to acquire implementation strategies.</p> <p>3. Adult learners are aware of the cultural implications of reciprocal learning.</p>
Connections made between Montessori herself, Montessori pioneers, current teachers, and aspiring teachers.	<p>1. The history of Montessori education and the diverse cultural contexts impacting its evolution are explored.</p> <p>2. Dr. Montessori's own writings are a major focus of study.</p> <p>3. Adult learners have explored the history, challenges, and the work towards collaboration and reconciliation that have occurred over time.</p> <p>4. Adult learners understand the missions and importance of national organizations and are inclined toward membership, participation and support.</p> <p>5. Montessori's global perspective and inclusion of diverse thought is understood as the cornerstone of Montessori education and is celebrated throughout the course content.</p>	<p>1. The history of Montessori education is explored.</p> <p>2. Dr. Montessori's own writings are limited to the developmental stage of the course level.</p> <p>3. The history and challenges of Montessori teacher education are explored.</p> <p>4. The missions and history of the major Montessori organizations are presented. Membership and participation in national and local Montessori organizations is encouraged.</p> <p>5. The importance of Montessori's global perspective and inclusion of diverse thought is incorporated into the evolution of Montessori education.</p>	<p>1. Dr. Montessori's life is the only focus of historical exploration.</p> <p>2. Exposure to Dr. Montessori's own writing is minimal.</p> <p>3. The history and challenges of Montessori teacher education are not explored.</p> <p>4. The mission and history of one or two Montessori organizations are explored.</p> <p>5. Montessori's global perspective and inclusion of diverse thought is not a concept that is highlighted.</p>

**12. Lifelong Learning** is inspired by the teacher education program as part of the on-going personal and professional journey of learning, growing, observing, reflecting and researching.

	EXEMPLARY (ACTION)	SATISFACTORY (ANALYSIS)	GROWTH NEEDED (AWARENESS)
<p>Encouraging the habit of professional lifelong learning</p> <p>There is an <b>articulated plan, a process for implementation or awareness</b> for emphasizing the need for ongoing professional development, observation, reflection, research and growth in multiple course components. Experiences and resources are offered to initiate each of these practices.</p>	<ol style="list-style-type: none"> <li>1. The TEP consistently supports the adult learner in exploring future career options including volunteer and leadership opportunities. It provides experiences to initiate these activities.</li> <li>2. The TEP continues to provide resources, support, and opportunities for its graduates to maintain professional connections post credentialing, including AMS professional membership and the value of AMS as a professional society.</li> <li>3. The TEP provides the adult learner with the necessary tools for culturally responsive thinking, pedagogy and leadership.</li> </ol>	<ol style="list-style-type: none"> <li>1. The TEP provides some support to the adult learners in exploring future career options including volunteer and leadership opportunities.</li> <li>2. The TEP provides some resources, support, and opportunities for its graduates to maintain professional connections post credentialing, including AMS professional membership and the value of AMS as a professional society.</li> <li>3. The TEP provides the adult learner with opportunities to develop culturally responsive thinking, pedagogy and leadership.</li> </ol>	<ol style="list-style-type: none"> <li>1. The TEP may provide some support to the adult learners in exploring future career options including volunteer and leadership opportunities.</li> <li>2. The TEP may provide some resources, support, and opportunities for its graduates to maintain professional connections post credentialing, including AMS professional membership and the value of AMS as a professional society.</li> <li>3. The TEP needs to provide the adult learner with an awareness that culturally responsive pedagogy and leadership is an important component of their professional journey.</li> </ol>
<p>Encouraging the habit of personal lifelong learning</p> <p>1. There is an articulated plan, a process for implementation or an awareness of emphasizing the need for ongoing personal lifelong learning, transformation of the adult, and self-care in multiple course components.</p>	<ol style="list-style-type: none"> <li>1. Experiences and resources for continued learning are offered to encourage these practices, emphasizing the need for ongoing personal lifelong learning, transformation of the adult, and self-care in multiple course components.</li> <li>2. TEP consistently models self-care, encourages introspection and reflection, ongoing development of character and ethical behavior.</li> <li>3. The TEP provides opportunities to strengthen culturally responsive thinking and practice diverse and equitable consideration of others as part of a life-long journey.</li> </ol>	<ol style="list-style-type: none"> <li>1. An emphasis is placed on ongoing personal lifelong learning, transformation of the adult, and self-care.</li> <li>2. TEP sometimes models self-care, encourages introspection and reflection, ongoing development of character and ethical behavior.</li> <li>3. The TEP encourages culturally responsive thinking and practice diverse and equitable consideration of others as part of a life-long journey.</li> </ol>	<ol style="list-style-type: none"> <li>1. A plan for establishing personal lifelong learning, transformation of the adult, and self-care is needed.</li> <li>2. TEP may model self-care, encourage introspection and reflection, ongoing development of character and ethical behavior.</li> <li>3. The TEP needs to provide culturally responsive thinking, and diverse and equitable consideration of others as part of the adult learner's personal journey.</li> </ol>