**AMS Pathway Placement Form**

**When completed, please submit to pathway@amshq.org**

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| **SCHOOL INFORMATION** | | | | |
| Name of School | | | AMS membership number (**required**) | |
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| Head of School | | Head of School Email | | |
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| School’s Street Address City, State, Zip, Country (if outside Continental US) | | | | |
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| Phone | Website | Total Enrollment | | |
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| Levels Served by the School and Number of Classrooms | |
| Infant       age range \_\_\_\_\_\_\_\_\_\_  Toddler       age range \_\_\_\_\_\_\_\_\_\_  Early Childhood (2.5/3 years – 6 years)  Lower Elementary (6 years – 9 years)  Upper Elementary (9 years – 12 years)  Elementary I-II (6 years – 12 years)  Secondary I (2- or 3-year age grouping between the ages of 12 – 16 years)       age range \_\_\_\_\_\_\_\_\_\_  Secondary II (2- or 3-year age grouping between the ages of 15 – 18 years)       age range \_\_\_\_\_\_\_\_\_\_  Secondary I-II (12 years – 18 years) | | | |
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*NOTE: To mark the checkbox, double-click the checkbox. A window will appear and offer the option of “not checked” and “checked” (under “Default Value”). To check the box, select “checked” and click “OK”). If this does not work, then type in “X” next to the checkbox.*

Step 2 on the AMS Pathway requires that the school have a mission statement that is verifiable on your school’s website or in the school handbook.

Enter your school’s **MISSION STATEMENT** here:

**VISION STATEMENT:**

**The Core Components of Quality Montessori Education**

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| 1. PROPERLY TRAINED MONTESSORI TEACHERS It is essential that Montessori teachers have training in the age level at which they teach. This training prepares the Montessori teacher to design a developmentally appropriate learning environment, furnished with specially designed materials, where students explore, discover, and experience the joy of learning. AMS recognizes Montessori teaching credentials issued by AMS, NCME, or AMI, or by any other Montessori teacher education programs that are accredited by the Montessori Accreditation Council for Teacher Education (MACTE).  *Note that the Early Childhood Credential qualifies you to teach in classrooms designed for 3-6 year old’s; it does not qualify as a valid credential for Infant/Toddler classrooms.*  **Lead Teacher percentage calculation:** Calculate the percentage of classes staffed with credentialed lead teachers as compared with those that are not yet staffed with credentialed lead teachers.  A. How many total classrooms do you have at your school? \_\_\_  B. How many of those classrooms are led by a credentialed teacher (or adult learners enrolled in a TEP and leading a class)? \_\_\_  **B** divided by **A** x 100 = percentage of lead teachers staffing classrooms.  Example: 5 (classrooms led by a credentialed teacher) divided by 7 total classes equals 0.714 x 100 = 71.4% -- qualifies for Step 4 on the Pathway (see GREEN chart on last page).  B \_\_\_\_ / A \_\_\_\_ = \_\_\_\_ x 100 = \_\_\_\_% (Cannot be higher than 100%)  *Please begin your narrative here:* |
| *2.* MULTI-AGE CLASSROOMS AMS-approved multi-age groupings specify a 3-year age grouping at the Early Childhood and Elementary age levels. At the Secondary level, groupings may be 2- or 3-years. Children from birth – age 3 may be grouped in varying multi-age configurations.  The following age-groupings are permitted:   * Infant: within the range of Birth-18 months * Toddler: within the range of 15 months to 36 months * Early Childhood: a 3-year age group within the range of 2.5-6 years * Lower Elementary: 6-9 years * Upper Elementary: 9-12 years * Elementary I, II: 6-12 years * Secondary: the school must offer an age grouping of either 12-14, 14-16, 16-18 years or age 12-15, 15-18.   *Verification for this Core Component*: Verification is through either a Parent or Employee Handbook or website information that details information about class sizes and age-groupings.  **What to write:** Include information from your handbook(s) or website on your age-groupings. This core component is satisfied if you are within the parameters outlined above. Please include a written description of how you meet this core component or a timeline and a plan to meet this core component if you do not yet meet it.  *Please begin your narrative here…* |

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| *3.* USE OF MONTESSORI MATERIALS The AMS School Accreditation Commission and Teacher Education Action Commission offer these lists of suggested learning materials for each Montessori program level.  *Verification for this Core Component*: Verification is through the submission of materials inventories for levels or individual classrooms.  **What to write:** Include a narrative about how and in what classrooms Montessori materials are used within your school and how full your inventory is at present. If you do not yet feel you are meeting this core component, include a timeline and plan to have a materials inventory that includes the fundamental Montessori materials for each level. *Please begin your narrative here…**Please complete the applicable materials inventory list(s) below and email it to* [*pathway@amshq.org*](mailto:pathway@amshq.org) *along with this form.* [Download the Infant/Toddler Materials List](https://amshq.org/-/media/Files/AMSHQ/Educators/Membership/Member-Resources/Core-Materials/Infant-Toddler-Core-Materials-2020.ashx)  [Download the Early Childhood Materials List](https://amshq.org/-/media/Files/AMSHQ/Educators/Membership/Member-Resources/Core-Materials/Early-Childhood-Core-Materials-2020.ashx)  [Download the Elementary Materials List](https://amshq.org/-/media/Files/AMSHQ/Educators/Membership/Member-Resources/Core-Materials/Elementary-Core-Materials-2020.ashx)  [Download the Secondary Materials List](https://amshq.org/-/media/Files/AMSHQ/Educators/Membership/Member-Resources/Core-Materials/Secondary-Core-Materials-2021.ashx) |

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| *4.* CHILD-DIRECTED WORK Montessori education supports children in choosing meaningful and challenging work of their own interest, leading to engagement, intrinsic motivation, sustained attention, and the development of responsibility to oneself and others. This child-directed work is supported by the design and flow of the Montessori classroom, which is created to arouse each child’s curiosity and to provide the opportunity to work in calm, uncluttered spaces either individually or as part of a group; the availability and presentation of enticing, self-correcting materials in specified curricular areas; teachers who serve as guides and mentors rather than dispensers of knowledge; and uninterrupted work periods, as described below.  *Verification for this Core Component*: Verification is through either a Parent or Employee Handbook or website information that details how the school actively preserves the aspects of freedom at each program level as well as how the prepared environment encourages three aspects of freedom and responsibility:   * Freedom of choice, of movement, and of repetition toward mastery * Responsibility toward self, others, and the environment  What to write: Include a narrative about how the school actively preserves aspects of freedom and responsibility as detailed above for each level of the school. Include information from your published materials. If you do not yet feel you are meeting this core component, include a timeline and plan to create a more child-directed environment. *Please begin your narrative here…* |
| *5.* UNINTERRUPTED WORK PERIOD The uninterrupted work period is fundamental to the Montessori approach, which recognizes and respects individual variations in the learning process. Within the Montessori environment, the children need to have time to work through various tasks and responsibilities at their own pace. This uninterrupted work period is vitally important, as it provides the time necessary to build coordination, concentration, independence and order, and it is when the assimilation of information is able to occur.  *Verification for this Core Component:* Verification is determined through the submission of classroom and/or level schedules that allocate and protect uninterrupted work time as per the age-specific guidelines below.  **Infant & Toddler:** Infant and Toddler programs allocate and protect at minimum a 2-hour work cycle daily including \*45 minutes of uninterrupted work time. This time block allows for adult-assisted mealtime, snacks, hygiene, and nap/rest routines.  **Early Childhood:**  A 3-hour uninterrupted work cycle, 5 days per week, is optimal, and a 2- to 3-hour work cycle, 4 days per week, is the required minimum.  **Elementary level:** A 3-hour uninterrupted work cycle, 5 days per week, is optimal, and a 2- to 3-hour work cycle, 4 days per week, is the required minimum.  **Secondary** **level: T**he length of the work cycle varies by setting. Small programs with a single Secondary-credentialed guide will look different than large programs, particularly at the Secondary II level when course requirements and credits needed for diplomas are considered. The critical aspect is encouraging flexibility within extended blocks of time. Secondary programs allocate and protect at minimum a 2-hour work cycle for core curricular subjects  **What to write:** Include a narrative about how the school actively allocates and protects the work cycle at each level as indicated by a master and/or individual schedules. If you do not yet feel you are meeting this core component, include a timeline and plan to create uninterrupted work cycles at every level. *Please begin your narrative here…* |

To qualify for steps in the Core Components stage, schools must meet the following requirements:

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| **To Achieve:** | **School’s classrooms must be led by:** | **And have in place:** |
| STEP 2 | At least 20% properly credentialed lead teachers | Mission statement & plan to incorporate core components |
| STEP 3 | At least 40% properly credentialed lead teachers | Plus one additional core component |
| STEP 4 | At least 60% properly credentialed lead teachers | Plus two additional core components |
| STEP 5 | At least 80% properly credentialed lead teachers | Plus three additional core components |
| STEP 6 | 100% properly credentialed lead teachers | All core components\* |

\*Schools that are unable to comply with core components due to state or local regulations are exempt from those requirements provided proof of regulation is submitted.

My school currently has \_\_\_\_% properly credentialed lead teachers **AND** my school currently upholds \_\_\_\_ of the other four core components of Montessori.

My Pathway Step is \_\_\_\_\_ based on the rubric above and what I have verified in

This form.

I would like support from AMS with:

My goal for this school year is:

I verify that the information submitted in this report is true and correct to the best of my knowledge.

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| Head of School signature | Date (mm/dd/yyyy) |
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