The humanistic hope is that we all can live satisfactory lives (American Humanist Association 2017). While the quality of life is determined by socioeconomic background as well as our gender, race, and ethnicity (American Psychological Association 2012), recent work exploring the status of the American middle class (Chatty 2014, PewResearch Center 2016) reminds us that education plays an important role in shaping our lives. Good education not only provides students with formal knowledge but also offers opportunities to develop and practice transferable skills necessary to navigate life. Those with formal knowledge and skills are more likely to graduate from high school and those who graduate are more likely to experience upward social mobility and enjoy their personal and professional life (Putnam 2015).

SOCIAL MOBILITY is the change in social position or status of a person or groups. Upward social mobility reflects economic equality and supports democracy (Mishel, Bliven, Gould, Stierholz 2012). While upward social mobility is desirable, social shifts observed during the last four decades continue to show growing economic, political and social inequality (Mishel et al. 2012, PewResearch Center 2016).

CONVENTIONAL EDUCATIONAL MODEL is embedded in the factory model that emphasizes authority and discipline (Lillard 2005). The American conventional model is also shaped by federal initiatives such as "No Child Left Behind" (2002) and "Race to the Top" (2009) that require students to do well on standardized tests so their schools can receive funds (Celestin 2011).

NON-CONVENTIONAL EDUCATIONAL MODEL follows curricula that might focus on specific themes like science and technology or specific philosophies such as Waldorf or Montessori (Edwards 2002).

MONTESSORI EDUCATIONAL MODEL approaches students from a holistic perspective and appreciates the MONTESSORI EDUCATIONAL MODEL of Montessori (Edwards 2002). Montessori (Edwards 2002).

TRANSFERABLE SKILLS are skills that we learn in one situation and use in another. They are sometimes called lifelong learning skills, executive function skills, or job skills (Pellegrino & Hilton 2012, Ballantine and Hammack 2012).

Research Question
Do alternative educational approaches such as the Montessori program provide greater opportunities for practicing transferable skills?

RESULTS

QUALITATIVE DATA
Students in both schools exhibited focused attention and self-control, engaged in team work and problem solving as well as followed multi step directions. However, the intensity of these skills differ by the schools. Furthermore, observations revealed that the ability to practice these five transferable skills was greatly shaped by teachers, employed techniques as well as physical (and symbolic) spaces created within the classroom.

RESULTS

Significant difference between the mean scores of transferable skills of students attending the public Montessori school and public Conventional school (t(26)=4.040, p<.05). The mean of the students attending public Montessori school was significantly higher (M=3.64, Sd=633) than the mean of the students attending the Public Conventional School (M=2.36, Sd=1.008).

Mean Scores

No significant difference was found (t(26)= 1.935, p>.05). The mean of the students attending public Montessori school (M=3.33, Sd=611) was not significantly higher than the mean of the students attending the public Conventional school (M=2.93, Sd=475).

Validity and Limitations
A case study doesn’t really allow for generalization. Experiences of students in other schools might vary from the experiences of the students who participated in this study. While a qualitative case study is a good design to describe the phenomena, it is a limited design in predicting future trends.

Research objectivity might be questioned since the study was conducted by one person. Some might claim that the findings of such studies are potentially influenced by researcher bias and negatively confirm or reinforce researcher perceptions and beliefs.

SUGGESTIONS FOR FUTURE RESEARCH
Conduct the same study in other schools. Revisit with the schools in later years to repeat the study.

IMPLICATIONS
Recognize the importance of teachers and physical spaces in creating school experiences that foster student transferable skills.