

Collaborative Evaluation Communities in Urban Schools:

Daughter of the Moon Montessori

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American Evaluation Association Conference

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- 4 Current Intervention

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- Preschool through Grade 6
- Public Montessori School
- Classrooms are broken into 3 'levels'
 - Early childhood with pre-school(4 year-olds) and kindergarten.
 - Elementary 1: Grades 1, 2, and 3
 - Elementary 2: Grades 4, 5, and 6

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Demographics

- Large urban, Midwestern school district
- 400 students attend this school
- 55% of the students eligible to receive free/reduced meals
- 48% of the students have limited English proficiency
- 11% of the students require special education services
- 44% Asian, 36% White, 12% Black, 5% Hispanic, and 3% Native American

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- Montessori Curriculum
- Open enrollment
- Montessori mathematics and science taught separately
- Teachers work with two grades at a time, e.g. teach grades 1 & 2 or grades 1 & 3
- Participated with 7 teachers teaching in Elementary 1
- Principal *laissez faire* and allows teachers to use this for their professional development

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 - How to develop an inquiry for grades 1 & 2; 2 & 3; or 1 & 3 in one classroom?
- Lack of paper/pencil tests in Montessori curriculum
 - Teachers concerned students may not have enough preparation for high-stakes tests in current curriculum
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 - Problem solving inquiry could be used to supplement and enrich the curriculum
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- Initial focus on both math and science inquiries
 - Science teacher non-Montessori
 - Pressure from state assessment directs inquiry towards mathematics
 - Teachers more concerned about mathematics

Current Intervention

- 2nd year at Daughter of the Moon
- Developed problem solving modules and practice paper/pencil test as directed by policy during 1st year.
- Continue focus on mathematics
 - More geared towards algebra and geometry to address state standards for 3rd graders
 - Unique multi-grade environment potentially exposes 1st graders to state standards for 3rd graders

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