

FREE YOUR MIND
MONTESSORI RESEARCH SERIES



February 23, 2021 @ 7pm ET

**Transforming Roles:
Culturally Relevant Pedagogy and
Anti Bias - Anti Racist Curriculum
in a Montessori Setting.**

IVORY TOWER ↔ TO THE STREETS

Welcome

- In order to respect our elders and being present the chat will be off during the presentation
 - Please mute when not speaking
 - Please do leave your camera on
- Please use this form for input on the next dialogue in the series and any feedback
<https://forms.gle/J72JfX5wRi27THg49>
- Questions for all presenters can be send to
conference@montessoriforsocialjustice.org

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Opening Intention

Siobhan Brown

Indigenous Solidarity MSJ

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Community Experience

Alicia Alonzo

Latoya Connelly

Shaena Golden



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Meditative Pause

Koren Clark

<https://www.knowthyselfinc.net/>

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Drs. King and Canzoneri-Golden





Dr. Juliet King

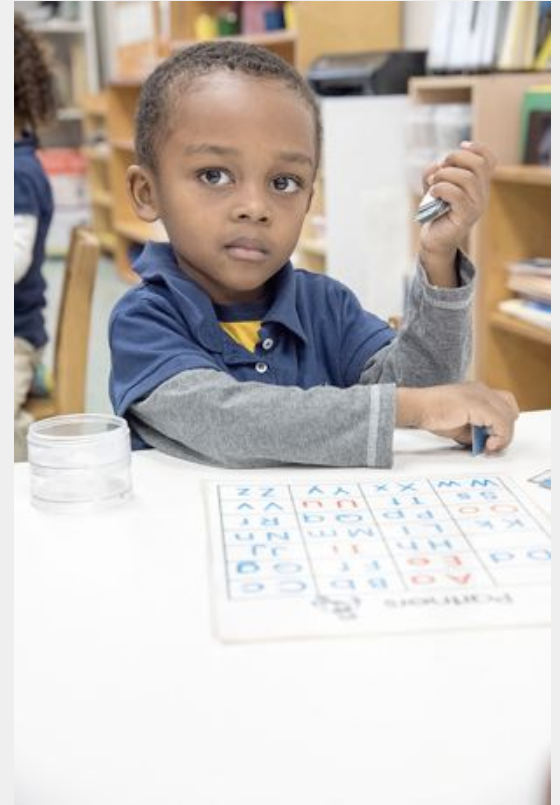


Dr. Lucy
Canzoneri-Golden

“An Examination of Culturally Relevant Pedagogy and Antibias-Antiracist Curriculum in a Montessori Setting.”

Findings

- Inconsistencies in school practices of:
 - CRP/ABAR Implementation
 - Discipline Referrals
 - Fidelity of Montessori
 - Training in CRP/ABAR



Take-a-Ways

- Teacher attitudes and perceptions of students determine how well they do
- Disrupt anti-Blackness to ensure Black children succeed
- Eliminate Deficit theory thinking
- Eliminate Underpinnings Instances of Racial Bias

What is Needed

- Curricular and Systemic Approach
- Broaden the Montessori Curriculum to Include Non- European Perspectives
- Recruitment of More Teachers and Administrators of Color
- Sustained ABAR Training for All Stakeholders



What is Needed

- Teacher Transformation
- ABAR Tool for Reflection
- Maintain Rigorous Academic Focus for ALL Students
- Assessments that align with Montessori
- ABAR Needs to Live in Every Part of the School/Community
-curriculum, budget, policies, contracts, etc.



CRP-ABAR Rubric for Montessori Teachers

(by Lucy Canzoneri-Golden and Juliet King 2020)

Criteria	Fundamentals	Emerging CRP-ABAR Teacher	Effective CRP-ABAR Teacher	Highly Effective CRP-ABAR Teacher
Teacher. Teacher displays basic Montessori principles and is	1. I am MACTE Certified or in the process of becoming	9. I am becoming aware of the differences in	12. I am culturally competent and do not	18. I engage in daily self-reflection resulting in critical consciousness of bias practices and thinking that need to be deconstructed. --- Emerging

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CENTER FOR MONTESSORI STUDIES

The Center is an intellectual community co-founded by researchers and practitioners contributing to Montessori education and the broader implications of Dr. Maria Montessori's theories on human development, learning, and social reform.

#Create new knowledge

#Facilitate exchange

#Advance the field of Montessori education

Montessori Education<> Education Writ Large



Teacher Practitioners and Researchers;
Montessori and Non-Montessori

Listening Matters

Family Conversation

One critical variable that contributes to successful relationships in working with families is the development of an understanding of their experiences as families. One way to become closer to the experiences of others is to listen to and later reflect on their stories. It is when we listen carefully to others that we further examine, unpack and refine our ideas about families. In order to understand the complexities of family lives, it is imperative we create an opportunity to listen to parents and primary care givers. Without fail, this opportunity to listen brings new insights. This is true for new and experienced educators whether they are parents or not. Take care and enjoy!

CMS website - <https://www.hartford.edu/academics/schools-colleges/enhp/research/center-for-montessori-studies.aspx>

Family Conversation - You Cannot Know Until You Ask

Schedule a conversation with a parent. This conversation should be more than 10 minutes so you can authentically engage, but not much more than 20 minutes or you will be overwhelmed with information. It should occur at an intentionally arranged time and place, not on the fly at the school doorway. Here is a short list of conversation starters. Add your own.. Do not feel compelled to get information in all the areas. Follow the parent, listen, carefully and keep listening.

- Parental school experiences growing up
- School experiences as a parent
- Preparation for parenting
- Childcare experiences
- Personal life after becoming a parent
- What would make it all easier
- Hopes and dreams for child(ren)
- Hopes and dreams for family

Context Matters *Consider the assets a family has such as the configuration of those in the household (might be multiple generations or more than one set of parents). Be mindful of the cultural, linguistic, racial and geographic context of those in the home.*

Please be sensitive to the fact that some families will not be able to or want to respond to your questions or some of your questions. At any point a parent wants to pass on a topic/question, move on. It is best if you ask specific questions to prompt conversation, yet encourage the family to share as much or as little as they like. Just listen and learn.

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Listening Matters

Veteran Practitioner Interview 20+ years of service

Ahead of the conversation, prepare a list of four to five questions such as the following:

- Why do you teach? ---What do you love most about teaching?
- What sustains you in teaching? ---What have you learned in your years of experience?
- What advice would you give to a new teacher today?

- >Learn the power of listening >Glean insight from experienced practitioners
- >Gain historical and social perspectives on the current early childhood norms of practice
- >Engage in qualitative research-like listening that values the particular stories and experience of individuals and their lived experience

Google Scholar



Articles Case law

<https://scholar.google.com/intl/en/scholar/help.html> Search Tips

Montessori Memo

<http://mtcne.org/montessori-forward/research/montessori-memo/>

#MontessoriForward

@MontessoriMemo

HOW TO GET INVOLVED: Individual researches, practitioners, and community members are encouraged to recommend peer reviewed research and policy papers that you find relevant via this form:

Montessori Memo

Thank you for recommending peer reviewed research and policy papers that you find relevant to your Montessori work, human development, learning, education, social action or any other human endeavor.

Please provide the following details for each recommendation. You are welcome to use this form multiple times and often.

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Resources

Research

All Topics

Authentic Montessori: The Dottoressa's View at the End of Her Life

A definition of authentic Montessori, outlining Maria Montessori's understanding of the environment, the teacher and the child in order to "provide researchers, policy makers, administrators, teachers, and parents with a benchmark from which to measure and evaluate variations from the education method Dr. Montessori" created.

Journal of Montessori Research, Spring 2019

[Read More](#)

An Evaluation of Montessori Education in South Carolina's Public Schools

"Researchers matched Montessori students to non-Montessori students with the same demographics and similar baseline academic performance. These matched analyses provided evidence that Montessori students experienced greater achievement growth in ELA, math, and social studies. Further, the benefits of Montessori extend beyond standardized test scores."

[Executive Summary](#)

[Full Report](#)

Montessori Preschool Elevates and Equalizes Child Outcomes: A Longitudinal Study

A 3-year longitudinal study of children admitted through randomized lottery to public Montessori schools in a high-poverty American city. Montessori preschool elevated children's outcomes in several ways including measures of academic achievement, social understanding, and mastery orientation. They also reported relatively more liking of scholastic tasks.

[Read More](#)

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Resource Types

- DISSERTATION/THESIS
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- WHITE PAPER
- ACTION RESEARCH
- CONFERENCE MATERIAL

<https://amshq.org/research>

<https://montessoriadvocacy.org/resources/#research>

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 **Collection** Identifier: ARCH177

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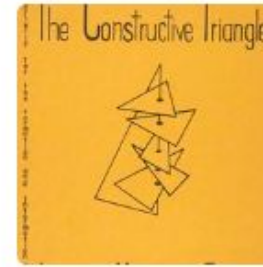


<http://mtcne.org/montessori-forward/research/university-of-hartford-montessori-archive/>



CONSTRUCTIVE TRIANGLE

1974 - 1989



CONSTRUCTIVE TRIANGLE

1965 - 1973



**"MONTESSORI:
EDUCATION
BEGINS AT 3,"
LOOK MAGAZINE**

1965-01-26



**PUBLIC SCHOOL
MONTESSORIAN**

1988-2010

The American Montessori Society Records

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RESEARCH AND RESOURCES

Research Summaries

Links to Published Studies

Research Resources Links

<https://public-montessori.org/research-and-resources/#research>

NEW SIG within AERA

American Educational Research Association (AERA)

"...national research society, strives to advance knowledge about education, to encourage scholarly inquiry related to education, and to promote the use of education to improve education and serve the public good."

More than 25,000 members

Faculty, researchers, graduate students, and other distinguished professionals

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Communities of Practice

cop.montessori-ami.org



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To join the Communities of Practice please email cop@montessori-ami.org with your name, background and interest including your permission to share your contact data.

Everyone welcome, simply email
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Resources & Feedback

<https://forms.gle/J72JfX5wRi27THg49>

Closing Meditation

FREE YOUR MIND MONTESSORI RESEARCH SERIES

Historically, research has been done **TO** communities and schools by researchers in the academy.

In this series, researchers will share their current work in hopes of starting a conversation about research that comes **FROM, WITH,** and **IS FOR** the Montessori community.



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