



**Office of Achievement and Accountability  
Division of Research Services**

**Virtual School Effectiveness Review  
for Charter Schools  
2020 - 2021**

**Baltimore Montessori Public Charter School #336**

**1600 Guilford Avenue  
Baltimore, MD 21202**

**April 7-8, 2021**

200 East North Avenue  
Baltimore, Maryland 21202

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## OVERVIEW OF SCHOOL EFFECTIVENESS REVIEW

Baltimore City Public Schools (City Schools) developed the School Effectiveness Framework and the School Effectiveness Review process in 2009. The School Effectiveness Review (SER) uses trained school reviewers to measure a school's effectiveness against City Schools' School Effectiveness Standards. The School Effectiveness Standards are aligned with City Schools' effectiveness frameworks for teachers and school leaders.

The SER provides an objective and evidence-based analysis of how well a school is working to educate its students. It generates a rich layer of qualitative data that may not be revealed when evaluating a school solely on student performance outcomes. It also provides district and school-level staff with objective and useful information when making strategic decisions that impact student achievement.

**For the 2020-2021 school year SER visits were conducted virtually, due to the COVID-19 pandemic, using a modified and abbreviated version of the SER protocol.** The SER team comprised of representatives from City Schools and consultants from SchoolWorks, (an education consulting group) who have extensive knowledge about schools and instruction, gathered information from teachers, students, parents, and leadership during a two-day site visit. During the visit, the SER team reviewed submitted electronic school documents and conducted virtual focus via Microsoft Teams or Zoom platforms, with school leadership, teachers, students, and parents. For classroom observations schools submitted one recorded synchronous lesson from each of the school's academic content teachers. The Team Lead then randomly select 60% of lessons submitted. Lessons were observed during the beginning, middle, and end of the recording.

The SER team analyzed evidence collected over the course of the visit to determine the extent to which key actions have been adopted and implemented at the school. This report summarizes the ratings in the four domains and related key actions, provides evidence to support the ratings, and – based on a rubric – allocates a performance level for each key action. Those key actions that were not rated for the virtual SER have been grayed out in the report. More information about the SER process is detailed in the School Effectiveness Review protocol, located on the City Schools website and available upon request from the Office of Achievement and Accountability in City Schools.

## SCHOOL BACKGROUND

Baltimore Montessori Public Charter serves approximately 444 students in grades PreK-3 through eighth. The school is in the northeast quadrant Baltimore.

### **Virtual SER Context**

Baltimore Montessori Public Charter has been virtual since the beginning of the year. At the time of the site visit (April 7-8, 2021) some students had returned to in-person learning starting March 15, 2021. All classroom observations conducted for the purpose of this report were recorded within two weeks prior to the visit.

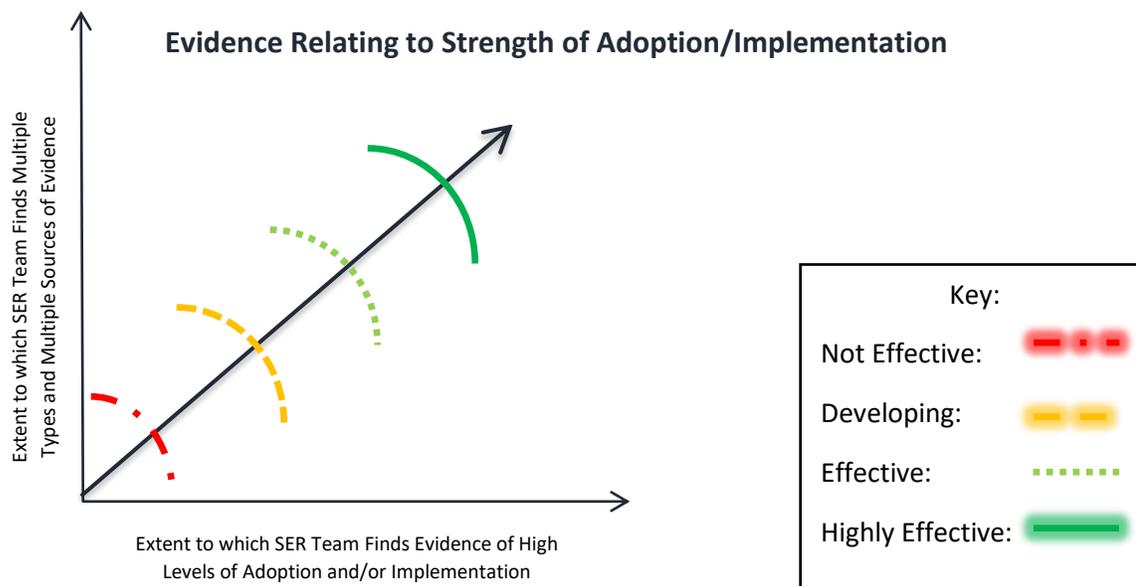
### **School Leadership and Staffing:**

The principal, Kerry-Ann Malcolm, has been at the school for 4 years. This is her first year as principal, but she previously served as assistant principal and an educational associate at Baltimore Montessori Public Charter. She has worked for the district for a total of 20 years. For this SER site visit, staff designated as school leadership are listed below.

<b>School Leadership Focus Group Members</b>	
<b>Name</b>	<b>Role</b>
Kerry-Ann Malcolm	Principal
Monica Campbell	Assistant School Director
Mensa Prescott	Educational Associate

## PERFORMANCE LEVEL RUBRIC

The SER team will use the following guidance to select a performance level for each key action. Note that the quality standard for each performance level is based upon: the extent to which the SER team finds multiple types<sup>1</sup> and multiple sources<sup>2</sup> of evidence AND the extent to which the SER team finds evidence of high levels of adoption and/or implementation of a practice or system. The SER team will also reflect on the Instructional Framework and School Leadership Framework in their analysis prior to assigning a rating for each key action.



Rating	Performance Level	Quality Standard
1	<b>Not Effective</b>	Evidence indicates that the key action is not a practice or system that has been adopted and/or implemented at the school, or the level of adoption/implementation does not improve the school's effectiveness.
2	<b>Developing</b>	Evidence indicates that the key action (including some indicators) is a practice or system that is emerging at the school, but that it has not yet been implemented at a level that has begun to improve the school's effectiveness, OR that the impact of the key action on the effectiveness of the school cannot yet be fully determined.
3	<b>Effective</b>	Evidence indicates that the key action (including most indicators) is a practice or system that has been adopted at the school, and is implemented at a level that is improving the school's effectiveness.
4	<b>Highly Effective</b>	Evidence indicates that the key action (including all indicators) is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a strong, significant or sustainable impact on the school's effectiveness.

<sup>1</sup> "Multiple types of evidence" is defined as evidence collected from two or more of the following: document review, stakeholder focus groups; and classroom observations.

<sup>2</sup> "Multiple sources of evidence" is defined as evidence collected from three or more stakeholder focus groups; two or more documents; and/or evidence that a descriptor was documented in 75% or more of lessons observed at the time of the visit.

## SUMMARY OF PERFORMANCE LEVELS

Based on trends found in the collected evidence, the SER team assigns a performance level to each key action.

**Please note: due to the pandemic and the shift to virtual learning, the School Effectiveness Standards have been reduced for this academic year. Key actions and indicators highlighted in grey are not under review during the 2020-2021 SER review cycle.**

Domains and Key Actions	Performance Levels			
	Level 4: Highly Effective	Level 3: Effective	Level 2: Developing	Level 1: Not Effective

Domain 1: Highly Effective Instruction	
1.1 School leadership supports highly effective instruction.	Developing
1.2 Teachers use multiple data sources to adjust practice.	Not Rated
1.3 Teachers deliver highly effective instruction.	Effective
1.4 Teachers establish a classroom environment in which teaching and learning can occur.	Not Rated
Domain 2: Talented People	
2.1 The school implements systems to select effective teachers and staff whose skills and beliefs meet the needs of the school.	Not Rated
2.2 The school develops teacher and staff capacity through individualized support and professional development.	Effective
Domain 3: Vision and Engagement	
3.1 The school has a clear vision and mission that promotes a student-centered, culturally relevant learning that prepares students for future success.	Effective
3.2 The school cultivates and sustains open communication and decision-making opportunities with families and the community.	Highly Effective
3.3 The climate and culture of the school creates a welcoming learning environment that meets the academic, social, and emotional needs of each student.	Not Rated
Domain 4: Strategic and Professional Management	
4.1 The school establishes clear goals for student achievement and tracks progress towards goals.	Developing
4.2 The school allocates and deploys the resources of human capital and funding to address the priority growth goals for student achievement.	Effective
4.3 School's board of trustees (or operator) provides competent stewardship and oversight of the school.	Effective

## FINDINGS ON DOMAINS OF EFFECTIVE SCHOOLS

Domains and Key Actions	Performance Levels			
	Level 4: Highly Effective	Level 3: Effective	Level 2: Developing	Level 1: Not Effective

### Domain 1: Highly Effective Instruction

Key action 1.1	School leadership supports highly effective instruction.	Developing
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- School leadership ensures that teachers engage in the planning of the curricula through oversight of standards-based units, lessons and pacing. School leadership and teachers reported that teachers are required to upload weekly lesson plans to shared folders for review. Teachers added that they use a lesson plan template that includes essential components such as standards-based objectives, small group instruction and opportunities for differentiation. A review of lesson plans confirms the use of components such as standards-based objectives and opportunities for differentiation. Both stakeholder groups shared that uploading lesson plans provides school leadership with opportunities to give feedback on plans. School leadership and teachers added that a lot work has been done to map out curricula to include diverse text, implement real-world experiences and develop a scope and sequence that supports uniformity and pacing. A review of the science and ELA curriculum overviews confirms the mapping and sequencing. Teachers shared that pacing has not been an issue this year. Teachers added that gentle reminders and weekly collaborative planning meetings have been established to address issues with lesson planning and pacing. A review of the pacing guide for lower elementary confirms pacing and planning protocols.
- School leadership consistently provides actionable feedback and guidance to teachers. School leadership and teachers reported that teachers are informally observed at least weekly. Both stakeholder groups shared that feedback includes areas of strength, opportunities for growth and next steps. A review of distance learning feedback forms noted next steps such as, “remind students that cameras must be on” and “call on students that are not engaged to ensure participation.” However, the distance learning feedback template did not clearly align with the Instructional Framework. School leadership mentioned that next steps are monitored through additional informal observations and further discussed in weekly collaborative planning meetings. Teachers confirmed the implementation of next steps which may include coaching supports and/or the submission of documentation to a Google platform. Teachers shared that feedback has improved their practice. Teachers noted that feedback was especially helpful during the transition to virtual learning environments. Regarding the formal observations, school leadership and teachers reported that teachers were formally observed at least once using the Baltimore City formal evaluation process. School leadership and teachers shared that school leadership facilitated pre-conferences and post-conferences where areas of strength, opportunities for growth and next steps are discussed in detail.

A review of formal evaluation documentation and emails confirms that actionable feedback and next steps are discussed.

- School leadership is developing a complete student learning data-cycle. School leadership, teachers and the operator shared that teachers are represented on the data team. School leadership and teachers added that teachers are required to complete and upload academic data sheets to an online spreadsheet for review by the data team. Both stakeholder groups mentioned that teachers are asked questions related to the data they have uploaded. School leadership added that data charts are used to highlight trends, drive interventions and inform discussions with families. Teachers and the operator confirmed the use of interventions such as Fountas and Pinnell and Wilson Foundation. School leadership and teachers reported that assessments such as Amplify, NWEA and DIBELS had been administered throughout the year. Both stakeholder groups shared that assessments were changed to Freckle and teacher-created materials in lieu of students working remotely. Some teachers could provide the steps involved in a complete student learning data cycle. These teachers shared that students are categorized into quadrants by proficiency levels where students performing below level receive interventions and those on or above grade level are provided enrichment activities. Other teachers also spoke about interventions but could not articulate steps involved in the data analysis process. A review of a lower elementary data review sheet poses data questions such as (1) What areas are being assessed? (2) What percentage of students are proficient? (3) What are the instructional implications, (4) Which students haven't yet achieved mastery? (4) What are the next steps for individual and class performance? Some teachers shared that while data is discussed in weekly team meetings and some professional development has been provided, data analysis to some extent has been halted. The operator noted that there is a data process, but the school is in the process of improving it. Teachers and the operator shared that the school has partnered with an outside agency (ED OPS) to aid with data analysis.

Key action 1.2	Teachers use multiple data sources to adjust practice to meet learners' unique needs.	Not rated
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- Teachers plan instruction in response to data
- Teachers appropriately recommend students for structured, school-wide interventions.
- Teachers appropriately recommend students for structured, school-wide opportunities for acceleration.

<b>Key action 1.3</b>	<b>Teachers deliver highly effective instruction.</b>	<b>Effective</b>
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Data for Key Action 1.3 was collected from classroom observations in order to provide trends in instruction across the school, as it relates to Teach Action 1-6 of the Instructional Framework. During each classroom visit, the observer collects evidence based on his/her observations and then determines whether the indicator was “evident”, “partially evident” or “not evident” for each of the 14 indicators. Below is the summary of the 11 classroom observations that were conducted.

- Teachers use and communicate standards-based lesson objectives and align learning activities to the stated lesson objectives.

Communication of objective	Evident	Partially Evident	Not Evident
<b>Evident:</b> Teachers communicate lesson objectives to students by explaining and/or referencing it during lessons. <b>Partially Evident:</b> Teachers communicate lesson objectives by posting it. <b>Not Evident:</b> Teachers do not communicate lesson objectives to students.	91%	0%	9%
Learning activities and resources align with lesson objective	Evident	Partially Evident	Not Evident
<b>Evident:</b> Lesson activities and resources have a clear and intentional purpose and are aligned with lesson objectives. <b>Partially Evident:</b> Lesson activities and resources are generally aligned with lesson objectives and/or some tasks have a clear, intentional purpose. <b>Not Evident:</b> Lesson activities and resources are not aligned with lesson objectives OR Lesson activities and resources do not have a clear intentional purpose.	91%	9%	0%

- Teachers present content in various ways and emphasize key points to make content clear.

Accurate, grade-level content	Evident	Partially Evident	Not Evident
<b>Evident:</b> Teachers present students with accurate grade level content aligned to appropriate content standards. <b>Partially Evident:</b> Teachers present students with mostly accurate grade level content aligned to appropriate content standards. <b>Not Evident:</b> Teachers present students with inaccurate grade level content and/or not aligned to appropriate content standards.	91%	9%	0%
Alternate presentation of content	Evident	Partially Evident	Not Evident
<b>Evident:</b> Teachers present content in various ways (two or more) to make content clear. <b>Partially Evident:</b> Teachers attempt to present content in various ways (two or more), but attempts do not make content clear. <b>Not Evident:</b> Teachers do not present content in various ways.	91%	9%	0%
Emphasis of key points	Evident	Partially Evident	Not Evident
<b>Evident:</b> Teachers emphasize important points to focus learning of content. <b>Partially Evident:</b> Teachers attempt to emphasize important points to focus learning of content, but attempts do not make content clear. <b>Not Evident:</b> Teachers do not emphasize important points to focus learning of content.	100%	0%	0%

- Most teachers use multiple strategies and tasks to engage all students in rigorous work.

<b>Scaffolded and/or differentiated tasks</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
<b>Evident:</b> Teachers scaffold and/or differentiate tasks by providing access to rigorous grade-level instruction for all students. <b>Partially Evident:</b> Teachers attempt to scaffold and/or differentiated tasks, but not all students are supported in accessing rigorous grade-level instruction. <b>Not Evident:</b> Teachers do not scaffold or differentiated tasks.	<b>64%</b>	<b>27%</b>	<b>9%</b>
<b>Opportunities to engage with complex texts and tasks</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
<b>Evident:</b> Students have opportunities and time to grapple with complex texts and/or rigorous tasks. <b>Partially Evident:</b> Students have opportunities to engage with complex texts and rigorous tasks superficially. <b>Not Evident:</b> Students have rare or no opportunities to engage with complex texts and rigorous tasks.	<b>64%</b>	<b>18%</b>	<b>18%</b>

- Some teachers use evidence-dependent questioning.

<b>Questions requiring justification</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
<b>Evident:</b> Teachers asks questions that require students to cite evidence and clearly explain their thought processes. <b>Partially Evident:</b> Teachers ask questions that require students to explain their thought processes or cite evidence but not both. <b>Not Evident:</b> Teachers does not ask questions that require students to cite evidence or explain their though processes.	<b>45%</b>	<b>27%</b>	<b>27%</b>
<b>Clear and/or scaffolded questions</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
<b>Evident:</b> Teachers asks questions that are clear and scaffolded. <b>Partially Evident:</b> Teachers asks questions that are somewhat unclear to students or lack scaffolding. <b>Not Evident:</b> Teachers do not ask scaffolded questions.	<b>82%</b>	<b>0%</b>	<b>18%</b>

- Most teachers check for student understanding and provide specific academic feedback.

<b>Informative checks for understanding</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
<b>Evident:</b> Teachers conduct one or more checks for understanding that yield useful information at key points throughout the lesson. <b>Partially Evident:</b> Teachers attempt to conduct checks for understanding, but checks may only yield some useful information. <b>Not Evident:</b> Teachers do not check for understanding during the lesson. OR Teachers' checks for understanding are inappropriate or ineffective.	<b>55%</b>	<b>45%</b>	<b>0%</b>
<b>Specific, academic feedback</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
<b>Evident –</b> Teachers give specific academic feedback to communicate current progress and next steps to move forward. <b>Partially Evident –</b> Teachers give general academic feedback, but feedback may not clarify next steps to move forward. <b>Not Evident –</b> Teachers do not give academic feedback. OR When needed, teachers do not address student misunderstandings.	<b>82%</b>	<b>18%</b>	<b>0%</b>

- Teachers do not facilitate student-to-student interaction and academic talk.

<b>Opportunities for student-to-student interaction</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
<p><b>Evident:</b> Teachers provide multiple or extended opportunities for student-to-student interactions.</p> <p><b>Partially Evident:</b> Teachers provide one opportunity for student-to-student interactions.</p> <p><b>Not Evident:</b> Teachers provide no opportunity for student-to-student interactions.</p>	9%	27%	64%
<b>Evidence-based discussions</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
<p><b>Evident:</b> In most student-to-student interactions, students engage in discussions with their peers to make meaning of content or deepen their understanding.</p> <p><b>Partially Evident:</b> In few student-to-student interactions, students engage in discussions with their peers to make meaning of content or deepen their understanding.</p> <p><b>Not Evident:</b> Students do not engage in discussions with their peers to make meaning of content or deepen their understanding.</p>	18%	18%	64%
<b>Student academic talk</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
<p><b>Evident:</b> Students use academic talk and, when necessary, teachers consistently and appropriately support students in speaking academically.</p> <p><b>Partially Evident:</b> Students sometimes use academic talk, and teachers inconsistently or inappropriately supports students in speaking academically.</p> <p><b>Not Evident:</b> Students do not use academic talk, and teachers does not support students in speaking academically.</p>	45%	9%	45%

<b>Key action 1.4</b>	<b>Teachers establish a classroom environment in which teaching and learning can occur.</b>	<b>Not rated</b>
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- Teachers implement routines to maximize instructional time.

<b>Maximized instructional time</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
<p><b>Evident:</b> Students re only idle for very brief (less than 2 minutes) periods of time while waiting for teachers.</p> <p><b>Partially Evident:</b> Students may be idle for short periods of time (2-4 minutes) while waiting for teachers.</p> <p><b>Not Evident:</b> Students may be idle for significant periods of time (4 minutes or more) while waiting for teachers.</p>	%	%	%
<b>Smooth routines and procedures</b>	<b>Evident</b>	<b>Partially Evident</b>	<b>Not Evident</b>
<p><b>Evident:</b> Routines and procedures run smoothly with minimal or no prompting from the teachers.</p> <p><b>Partially Evident:</b> Routines and procedures run smoothly with some prompting from the teachers.</p> <p><b>Not Evident:</b> Routines and procedures are in place but require significant teachers prompting and direction. OR There are no evident routines or procedures, so the teachers direct all of them.</p>	%	%	%

- Teachers build a positive, learning-focused classroom culture.

Teacher-to-student interactions	Evident	Partially Evident	Not Evident
<b>Evident:</b> Teacher interactions with students are positive and respectful. <b>Partially Evident:</b> Some interactions among teachers and students demonstrate a positive rapport and respect while other interactions demonstrate a lack of rapport/respect. <b>Not Evident:</b> Little to no interactions among teachers with students demonstrate a positive rapport/mutual respect.	%	%	%
Student-to-teacher interactions	Evident	Partially Evident	Not Evident
<b>Evident:</b> Student interactions with teachers are positive and respectful. <b>Partially Evident:</b> Some interactions among students and teachers demonstrate a positive rapport/mutual respect while other interactions demonstrate a lack of rapport/respect. <b>Not Evident:</b> Little to no interactions among students with teachers demonstrate a positive rapport/mutual respect.	%	%	%
Student-to-student interactions	Evident	Partially Evident	Not Evident
<b>Evident:</b> Student-to-student interactions are positive and respectful. <b>Partially Evident:</b> Some interactions among students demonstrate a positive rapport/mutual respect while other interactions demonstrate a lack of rapport/respect. <b>Not Evident:</b> Little to no interactions among students demonstrate a positive rapport/mutual respect.	%	%	%

- Teachers reinforce positive behavior and redirect off-task or challenging behavior, when needed.

Reinforce positive behavior	Evident	Partially Evident	Not Evident
<b>Evident:</b> Teachers promote and reinforce positive behavior. <b>Partially Evident:</b> Teachers occasionally acknowledge positive behavior but focus more on negative behavior. <b>Not Evident:</b> Teachers primarily focus on negative behavior.	%	%	%
On-task behavior	Evident	Partially Evident	Not Evident
<b>Evident:</b> Students are on-task and active participants in classwork and discussions. <b>Partially Evident:</b> Some students exhibit frequent off-task behavior in the classroom. AND/OR Most students exhibit occasional off-task behavior in the classroom. <b>Not Evident:</b> Students exhibit consistent off-task behavior in the classroom.	%	%	%
Time impact of redirection/discipline of off-task behavior	Evident	Partially Evident	Not Evident
<b>Evident:</b> Teachers address behavioral issues (if any) with minimal interruption to instructional time (less than 2 minutes). <b>Partially Evident:</b> Teachers address behavioral issues with some interruption to instructional time (2-4 minutes). <b>Not Evident:</b> Teachers address behavioral issues in a manner that does not fully solve the issue causing significant interruption to instructional time (4 minutes or more). OR Teachers does not address behavioral issues, allowing student misbehavior to continue or escalate.	%	%	%

## Domain 2: Talented People

<b>Key action 2.1</b>	<b>The school implements systems to select effective teachers and staff whose skills and beliefs meet the needs of the school.</b>	<b>Not rated</b>
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- School leadership has implemented organizational structures for selection and/or placement across staffing positions that addresses student well-being and academic performance.
- School leadership recruits' candidates using multiple stakeholders and measures to assess each candidate's qualifications in alignment with school needs.

<b>Key action 2.2</b>	<b>The school develops teacher and staff capacity through individualized support and professional development.</b>	<b>Effective</b>
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- School leadership ensures the implementation of an informal mentoring program, when applicable, to support the development of all new teachers and staff and monitors the program's effectiveness. School leadership and teachers reported that early career teachers are supported by coaches, grade level leads and other teachers well versed in the Montessori pedagogy. Teachers shared that all early career teachers are provided with a teacher mentor. However, stakeholder groups did not confirm consistent or regular meetings specifically to support early career teachers. Documents confirming mentor meetings were not provided. Both stakeholder groups shared that early career teachers receive support with lesson planning, classroom management and Montessori certification. Both groups also noted that early career teachers participate in professional development sessions, and weekly coaching sessions for added support. School leadership reported that school leadership monitors the mentoring program by participating in weekly meetings, conversing with grade level leads, meeting with Montessori coaches and informal observations. Teachers confirmed the methods of monitoring the program and added that school leadership provides actionable feedback that improves their practice.
- School leadership uses multiple methods to provide timely support and interventions to struggling teachers and staff as indicated by data and/or informal or formal observations. School leadership and teachers shared that struggling teachers are identified through informal observations and classroom behavior, academic and student attendance data. A review of a January 25, 2021 email to some teachers provided feedback to teachers regarding progress reports. Teachers also shared that teachers are encouraged to reach out to school leadership when they need support. Both stakeholder groups noted that proactive supports include assistance with planning and preparation, additional informal observations, webinars, peer observations and coaching sessions. School leadership reported that there are no teachers on Performance Improvement Plans, but an informal action plan

has been created to increase engagement and communication with families. A review of documents also confirmed multiple letters of reprimand. A review of an August 27, 2020 letter from the Executive Director to a staff person notes concerns regarding student record keeping. Teachers shared that teachers operate in virtual learning environments more efficiently because of the online resources and coaching provided them.

- School leadership engages all staff in differentiated professional development based on identified needs. School leadership and teachers reported that professional development offerings are informed through trends in student data, informal observations, staff interest, and staff survey results. School leadership shared that the school is focused on better aligning the Montessori pedagogy with district expectations. School leadership reported that the shift required teacher training on student grading, report card development, and curriculum mapping. The operator noted trainings on Wit and Wisdom (ELA curriculum) and the school's reopening plan. Teachers confirmed these training sessions and noted improvements in their practice. All stakeholder groups also mentioned professional development on equity, inclusion, and diversity in partnership with Sage Wellness. A review of the Sage Wellness Group Proposal for Services identifies their objective as "increasing the ability of BMPCS staff members in recognizing behaviors associated with implicit bias and its implications and increase ability to respond in a culturally sensitive and inclusive manner..." School leadership shared that the school participated in an equity audit that revealed inequitable practices. Teachers added that Equity training is provided bi-weekly. School leadership and teachers reported that professional development is differentiated in grade-level team meetings. Teachers noted that Montessori coaching and certification is available for teacher less familiar with the pedagogy. Teachers also shared that teachers can request to attend trainings related to their profession free of charge. A review of the Continuing Learning Contract reveals responsibilities and expectations for teachers seeking sponsorship for Montessori training. Both stakeholder groups noted that the impact of the professional development offerings is monitored through teacher survey results and observations.

## Domain 3: Vision and Engagement

Key action 3.1	<b>The school has a clear vision and mission that promotes student-centered, culturally relevant learning that prepares students for future success.</b>	<b>Effective</b>
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- The school community shares a clear understanding of the school’s mission and vision, including a clear understanding of initiatives and values, that support high student achievement. School leadership, teachers, students, families, the board, and operator all noted joyful learning, engagement and diversity as key components of the mission and vision. Families added the Montessori pedagogy is also an important part of the mission. Students added compassion and self-control as key elements of the school’s mission. School leadership, teachers and students shared that the mission and vision has been posted throughout the building and discussed in morning meetings. School leadership and teachers also noted the mission is communicated through emails and staff meetings. Regarding strategies or initiatives aligned to the school’s mission and vision, teachers, the board, and operator noted Peace Day. Students confirmed Peace Day and noted this as an opportunity to celebrate peace through songs and the creation of flags and peace signs. School leadership, teachers and families mentioned the Green Team which promotes healthy eating. School leadership also noted that students develop businesses where they create and sell products. Teachers shared that the mission and vision manifest in monthly core values such as kindness and responsibility. A review of the Distance Learning Plan identifies the following: The vision of Baltimore Montessori Public Charter School (BMPCS) is to nurture a love of learning in a small, family-like environment by providing an extraordinary and proven Montessori public school experience for families living in Baltimore City. Our mission is to build a diverse and respectful community of joyfully engaged learners by providing a holistic Montessori environment that supports individual fulfillment, compassion, self-discipline, lifelong learning and a deep awareness of our responsibility to contribute meaningfully to our world.
- School leadership ensures that the school’s programs are culturally relevant and incorporate skills for 21<sup>st</sup> century success. School leadership, teachers, student, families, and the operator reported that the school prepares students for the future through exposure to real-life applications of their learning. School leadership noted the importance of providing hands-on learning opportunities and finding multiple ways for students to solve problems. Teachers shared that students participate in student-led activities such as planning events, managing work plans, and advocating for themselves. Regarding opportunities for collaboration, critical thinking and problem solving, school leadership, teachers, students, and families reported that students work in groups to develop research projects. Students added examples stating that students collaborated on projects related to Native Americans, science biomes, and volcanos. A review of the Planning EPIC Project reveals guidance for developing projects. Teachers also added, and lesson plans confirm, that students participate in Socratic seminars which encourages critical thinking. School leadership noted that classes contain multiple grades levels which

promotes collaboration and leadership. As it relates to access to digital literacy, school leadership and teachers shared that students have access to laptops and online resources. A review of the student device distribution spreadsheet confirms the allocation of technology. Both stakeholder groups reported that technology classes are available where students can learn more about typing, coding and research strategies. The operator added that students participated in virtual tours and created videos. When asked how students are exposed to a variety of cultures, school leadership, teachers, parents, students and the operator mentioned UN (or United Nations) Day where cultures from around the world are celebrated through dress, food, and student performances. Students noted that the school celebrates Black History Month (learned about Rosa Parks) and Women’s History Month (learned about Susan B. Anthony). Moreover, students shared that students learned about religions such as Islam and Judaism. School leadership confirmed discussions on religion and highlighted holiday celebrations and restorative practices. Teachers and families noted the work toward equity and diversity. Finally, all stakeholder groups reported that their culture is honored. School leadership and teachers mentioned discussions on culture, race, religion, and sexual orientation during community meetings. Students confirmed conversations on race and religion and noted that members of the LGBTQ community are welcomed at the school. Families shared that school leadership is more intentional in honoring the cultures of African-Americans. Families also noted that parents serve on the board’s Culture of Excellence Committee which support equity, diversity, and inclusion.

<b>Key action 3.2</b>	<b>The school cultivates and sustains open communication and decision-making opportunities with families and the community.</b>	<b>Highly Effective</b>
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- The school implements systems to build strong relationships with families and garners feedback in order to make schoolwide decisions. All stakeholder groups reported that the school hosts Coffee and Conversation morning and afternoon sessions every Tuesday and Thursday. A review of January 15, 2021 communications regarding Coffee and Conversation confirms these weekly offerings. School leadership added that the sessions allow for families to ask questions and provide feedback on topics such as school budget, technology, and the re-opening plan. A review of the FY22 Budget Input Family Survey reveals art and middle school support as priorities. School leadership, teachers and the operator reported the school has resources such as a food pantry (Maryland Food Bank), distribution of clothes and school supplies, and financial assistance for families in need. Families reported there are family events such as International Day, Legacy Day and a fundraising gala. A review of emails confirms Legacy and Distribution Days. Teachers shared that the school developed a “Welcome Back to School” video, offered a virtual cookbook for Thanksgiving, and hosted virtual literacy events to help engage families in the school. Regarding communication, all stakeholder groups noted methods such as school and class-specific newsletters, email, parent portal, letters, text messages, phone calls and social media. School leadership teachers, families and the operator shared that phone calls,

translation and home visits were conducted to engage harder to reach families. All stakeholder groups shared families provide input on school-wide decisions through surveys and participation on committees. School leadership added that families were surveyed on the school budget, programming, safety, academic scheduling, needs for distance learning, and school re-opening. Further, school leadership and the operator noted that family feedback prompted the school to adjust its Wednesday schedule, connect with OpenWorks to provide home desks for students, and initiate a food pantry at the school. Finally, families added that the school is like a family where everyone cares.

- The school builds strong relationships with community stakeholders and leverages resources to meet the needs of students and the school. School leadership reported that the school has developed partnership criteria to determine which partners are a good fit for the school, such as impact to student growth, longevity of the partner’s programming, and alignment with the school’s mission and vision. School leadership, teachers and the operator mentioned school partnerships with Maryland Food Bank (community food pantry), Sage Wellness (equity and diversity), Brown Memorial Baptist Church (tutoring), Johns Hopkins University (tutoring), and Family Tree (family workshops). Families confirmed the tutoring supports and family workshops and also noted BIKE (teaching bike repair), BGE (safety classes) and Baltimore Museum of Industry (donated resources). The operator mentioned Enoch Pratt Library (monthly literacy workshops), Outward Bound (outdoor team work activities), Great Kids Farm (science kits) and Diverse Charter School Coalition (a collaborative to prevent biases hiring practices) as additional partners. School leadership reported that community stakeholders can provide feedback through meetings and surveys. Finally, a review of the school’s partnership list confirms many of these partnerships.

<b>Key action 3.3</b>	<b>The climate and culture of the school creates a welcoming learning environment that meets the academic, social, and emotional needs of each student.</b>	<b>Not rated</b>
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- The school implements and monitors school protocols that create an environment where students, staff, and families feel welcome and safe.
- The school develops proactive systems that support individual students’ social, emotional, and socioeconomic needs.
- School leadership establishes consistent structures to recognize and celebrate student achievement.
- School leadership establishes consistent structures that demonstrate value and recognition of staff.

## Domain 4: Strategic and Professional Management

Key action 4.1	The school establishes clear goals for student achievement and tracks progress toward goals.	Developing
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- School leadership collaborates with teachers to establish and communicate goals for the improvement of student learning and strategies aligned to the goals. However, it is unclear how goals are measured this year. School leadership, teachers, and the operator reported schoolwide goals as (1) 80% of kindergarten students will read on grade level; (2) 80% of 3<sup>rd</sup> grade students will read on grade level; (3) students in grades 3-8 will increase their proficiency in reading and mathematics by 5%. These metrics are confirmed in the Operator’s Executive Report to the board. All stakeholder groups reported that these schoolwide metrics were created a year or so ago based on MAP and Amplify assessment results. School leadership and teachers reported a need to shift measures because of the moratorium on MAP assessments and the difficulty of determining the validity of Amplify data in a virtual environment. School leadership, some teachers and the operator noted that Freckle and teacher-created materials would replace MAP and Amplify assessment during this year of virtual learning. However, some teachers mentioned other assessments such as Eureka Math, Engage NY and PARCC related questions. The operator added Freckle will temporarily be used for in-person learning and informal observations. School leadership reported the use of the Raising-A-Reader program and literary circles to support the literacy goal. School leadership also noted a focus on mathematic vocabulary to address schoolwide math goals. The operator and teachers reported additional strategies that support literacy such as the use of Fountas and Pinnell, Foundations, the KaHoot Club and a Reading Specialist. A review of the school’s Distance learning Plan confirms the use of programs such as Fountas and Pinnell, Wilson Foundation and Freckle. Moreover, both stakeholder groups confirmed school leadership’s focus on mathematical vocabulary and added math word problems and calculations are also focus areas. Lastly, all stakeholder groups mentioned strategies that support both literacy and mathematics such as afterschool interventions and small group instruction. The operator reported there is a 90% student attendance goal while in the virtual setting. While some teachers confirmed the attendance goal, they did not identify a specific percentage. The operator and teachers did highlight strategies that support schoolwide attendance such as phone calls to families, resolving technology/connectivity issues, developing attendance trackers, and increasing supports for homeless families. Students and families were unable to recall any schoolwide goals. Some teachers reported that they know their grade-level goals, but not schoolwide goals although schoolwide goals were shared with them. Regarding disaggregated sub-groups, stakeholder groups confirmed that there is not a specific schoolwide goal targeting sub-populations. However, all stakeholder groups noted the continued work toward equity which is confirmed in multiple Sage Wellness documents. School leadership reported strategies to address the disproportionate number of students of color who are referred for disciplinary actions or sent to the reflection room. Families noted that parents serve on the Parent Equity Committee and the Culture of Excellence Committee.

The operator confirmed the lack of an equity goal but highlighted the school’s collaboration with the equity consultant. Regarding the development of schoolwide goals, school leadership, teachers and the operator reported that goals were established by reviewing climate and academic data, consulting the Culture of Excellence Committee, and gathering input from teachers. Teachers reported that schoolwide data was discussed in schoolwide staff meetings. Teachers also confirmed that teachers were provided opportunities to provide feedback on curricula and instructional strategies. School leadership, teachers and the operator noted that information about schoolwide goals was communicated through school newsletters, team meetings, and in the school’s strategic plan. Finally, families reported receiving information on individual student performance goals, but did not confirm learning about goals for the school.

- School leadership and all staff participate in regular analysis of data and instructional practices to monitor progress, revisiting and adjusting action plans as needed. School leadership and teachers reported that the school monitors progress towards schoolwide goals through data charts, assessment results, and data teams. The operator confirmed the data teams and noted that data teams pose questions to determine next steps. School leadership reported that teachers analyze data during weekly level meetings. Teachers confirmed the grade level meetings where data points such as engagement trackers, student attendance, and report cards are used to determine the appropriate intervention. However, it is unclear if teachers are reviewing data specific to their levels or analyzing data to determine the school’s progression toward its established schoolwide goals. School leadership and teachers reported that progress toward goals is communicated via data charts, staff meeting updates, Wednesday professional development sessions, and data team meetings. Regarding adjustments to goals and strategies, school leadership noted that adjustments are made in grade level meetings. Teachers confirmed that teachers look at trends and adjust accordingly. Some teachers provided an example where teachers adjusted their planning to address a trend that suggested students needed more support with mathematical calculation. It is unclear how this shift toward mathematical calculation in a grade level meeting supports progress in the overall schoolwide mathematics goal

Key action 4.2	<b>School leadership allocates and deploys the resources of time, human capital, and funding to address the priority growth goals for student achievement.</b>	Effective
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- Budget distributions and resource allocations are aligned to school goals and priorities that support equitable learning environments. School leadership and teachers reported reviewing data to determine appropriate resources. School leadership noted a need to change curricula which required the purchase of programs such as Wit and Wisdom, IQWST and Foundations. Teachers reported a need for reading comprehension and phonemic awareness resources and noted the purchase of Fountas

and Pinnell and Freckle. A review of an email regarding Fountas and Pinnell confirms the recent purchase. School leadership mentioned that these curricula resources made it easier for planning and skill continuity. Both teachers and school leadership also noted the purchase of technology such as laptops, interactive screens, hotspots, and headphones. A review of the Copy of Loaner Laptops for Home document confirms the distribution of technology. Teachers reported an increase in student engagement once students had access to technology. Teachers, the operator, and families also noted additional staff were hired this year such as an Educational Associate who supports data analysis. Regarding inequities, school leadership and teachers reported its partnership with Sage Wellness who facilitates professional development on equity. Students and most family members did not articulate any budgetary inequities. Moreover, families reported that the school finds a way to get what it needs for students. Teachers shared that providing students with technology in a virtual environment was equitable. School leadership, teachers, families, students, and the operator shared that staff and families were afforded opportunities through meetings and surveys to provide feedback on the school budget. A review of staff survey results for FY22 identified conscious discipline, mindfulness, and restorative practices as priority areas. Families shared that the survey asked them to rank priorities on items such as support staff, academic programming, and capital improvements. Lastly, most stakeholder groups addressed necessary adjustments the school has made per a virtual environment such as increased technology, student academic supplies, and personal protection equipment.

- School leadership leverages staff in key roles in support of school-wide goals. School leadership, teachers and the operator reported that teachers serve as team level leads and Instructional Leadership Team members. The operator noted that providing opportunities to lead levels streamlines communication and empowers teachers. School leadership added that teachers lead some intervention programs. All stakeholder groups shared that teachers participate on school committees such as Peace, Equity, Green, Wellness, Data and Engagement. A review of the Committee Overview document confirms these committees and provides details on their purpose, expectations, and meeting frequency. School leadership reported that a teacher's ability to work with stakeholder groups, demonstrate strong best practices, think creatively, and move student data are identifying qualities for leadership roles. Teachers noted that school leadership reviews Individual Development Plans, consider background and talents, and ask teachers how they can contribute. The operator added the importance of personal and organizational skills when leveraging teachers and staff in leadership roles. School leadership and teachers reported that school leadership maintains oversight by attending committee meetings and reviewing online team meeting agendas and meeting notes. Moreover, both stakeholder groups mentioned that team level leads are a part of the Leadership Team and share information directly with school leadership.

- School leadership leverages common staff time to focus on professional learning and collaboration in support of student achievement. School leadership and teachers reported that teachers collaborate during weekly team level meetings where topics such as identifying student needs, grading strategies, and best practices are discussed. A review of CH (Children’s House) Team meeting notes highlights topics such as the re-opening plan, renewal, student projects and the data intervention plan. Teachers added that committee work involves collaboration in support of student achievement. School leadership confirmed teacher committees and noted that teachers have common planning time and participate in weekly staff meetings. Teachers added there are also bi-monthly professional development sessions where topics such as equity is discussed. School leadership and teachers reported that school leadership maintains oversight of teacher collaboration through reviewing meeting documentation and attending meetings.

<b>Key action 4.3</b>	<b>School’s board of trustees (or operator) provides competent stewardship and oversight of the school.</b>	<b>Effective</b>
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- The governing board and operator maintain essential knowledge of the school and provides some oversight of the academic program. School leadership reported weekly meetings with the operator to discuss topics such as the school’s budget, teachers, and materials. School leadership added that the board meets with school leadership and the operator during monthly board meetings where they discuss dashboard items and compare student assessment data. A review of the March 2021 Principal’s Report highlights topics such as staff retention and new staff, the state of the school’s academic program, supports for families, assessment data, and staff supports. School leadership, the board and the operator reported that the Culture of Excellence Committee (a board sub-committee), participates in the equity work, establishes relationships, and reports information to the board. School leadership also shared that board members volunteer and provide resources for school activities. Regarding established schoolwide goals, the operator reported that the board plays a consultative role in goal development. The board noted that schoolwide goals are drafted by school leadership and the operator, discussed with the executive committee, and then shared with the full board. The board mentioned that schoolwide goals are discussed at the beginning and end of the school year. The board could also confirm some schoolwide goals such as 80% of kindergarten students reading at grade level; and students demonstrating a 5% increase in math and reading as measured by NWEA which is reiterated in the school’s Strategic Plan. However, most stakeholder groups noted that the school is not using NWEA/MAP this year, as those assessments are not available. It is unclear if the board is aware that the assessments have changed. Regarding board priorities, school leadership reported similarities between school and board priorities such as retaining and diversifying staff, preparing students for citywide high schools and improving student proficiency in reading and mathematics by 5%. The board confirmed the priority on diverse staffing and equity (through its Culture of Excellence Committee) and added upgrading the school facilities. School leadership, the board and the operator reported that the board is made aware of academic success through principal,

operator, and Culture of Excellence reports outs. School leadership, the operator and the board reported that the board uses data to make decisions regarding teacher retention/hiring, materials and programming, finances and resolving inequities. All three stakeholders reported operating according to their charter by developing an annual strategic plan, reviewing the school dashboard which is reflective of contractual obligations, establishing a School Performance Plan and meeting with the school's assigned district ILED (Instructional Leadership Executive Director). A review of the Board Accountability Dashboard reveals indicators such as ELA and mathematic proficiency, student retention.

- The governing board and operator provide financial oversight by monitoring the school's financial records and ensuring that the school remains fiscally viable. School leadership, the operator and the board reported that school leadership hosts annual community budget meetings and assesses teacher needs and family priorities through budget surveys. All stakeholder groups shared that school leadership considers data and feedback when discussing the budget with the operator. The board shared that the operator meets with the finance committee to develop a draft budget which is sent to the executive committee, and ultimately the full board for approval. The board noted financial goals such as financing the building and bridging the gap between per pupil allocations and the actual budget. Continuing, the board shared that it does not overspend reserves and accrues a small surplus annually. The operator shared the organization maintains adequate class reserves (3-6 months) and has a healthy debt ratio per loan requirements. School leadership, the board and the operator reported that financial oversight is managed by the finance committee through monthly financial reports which include projections, cash on hand, and earnings. A review of the Board Accountability Dashboard confirms financial indicators such as cash on hand, debt ratio, and board and private fundraising contributions. School leadership also noted they have annual audits. The organization's FY20 audit was provided for review. Moreover, school leadership reported financial safeguards such as changing the number of account signers, designating personnel to submit budget amendments, and providing explanations and receiving approval before spending. All three stakeholder groups identified additional funds have been received from grants from state and federal agencies and donations from individuals. A review of the Development Summary confirms support from private donors and grants from sources such as Maryland Department of Education, Title I and CARES. The operator and the board highlighted a member of staff who works to secure grants. Regarding fundraising, all stakeholders noted there is also an annual Gala to raise money for the school.
- The governing board and operator maintain effective governance practices to ensure organizational viability, including the systemic selection and oversight of the school leader. School leadership, the board and the operator reported that the board is comprised of committees such as executive, culture of excellence, finance, facility, and community engagement (COE). All stakeholder groups reported that committees meet monthly and the full board convenes quarterly. The stakeholder groups noted committee accomplishments such as equity and relationship building (culture of excellence), purchasing technology and hiring IT staff (finance), and monitoring school operations (policy). A

review of the December 2020 Board Meeting agenda confirms committees and updates related to equity work, finance, and development. Regarding strategic planning, school leadership, the board and operator reported that the board discusses dashboard metrics, which are aligned with the strategic plan, monthly. The operator noted a focus on sustainability, recruitment of diverse candidates, and leadership opportunities. Moreover, the operator mentioned examining the organization's vision for the next ten years. As it relates to professional development, stakeholder groups noted school budget training, Montessori administrative courses, and supports from the Maryland Charter Alliance. When asked about the process for board recruitment, school leadership stated that it is important for candidates to support the school's mission. The operator added that the board considers the expertise it has and what it needs. The board shared that the board reaches out internally and externally, interviews, and votes. School leadership added that three community members were recently voted in as board members and parents were added to board committees. A review of the March 2021 Board Meeting agenda notes recommendation/votes for a new treasurer. Regarding the systemic selection and oversight of the school leader, school leadership, the board, and operator reported the current school leader served the school previously as assistant principal. The current school leader was among other internal and external candidates who participated in interviews with teachers and staff, and subsequently interviewed with students and families. The board added that current leader was identified as principal because of her qualifications and intimate knowledge of the school. As for the evaluation of the principal, all stakeholder groups reported that the principal is evaluated through the district's evaluation system. A review of the principal's Mid-Year evaluation was provided for review. The operator added that goals are established in the fall. The operator also noted that the operator meets with school leadership weekly for coaching and other supports. School leadership added that the operator provides feedback for the evaluation. The board and operator noted that goals for the operator were established last year and align with the school's strategic plan. The operator added that progress towards goals is monitored monthly and evaluated quarterly by the executive committee. A review of Board Meeting minutes confirms the operator reports to the board. The operator and the board added that the operator receives an official evaluation at the end of the fiscal year.

## APPENDIX A: SCHOOL REPORT COMMENTS

### Domain 1: Highly Effective Instruction

None

### Domain 2: Talented People

None

### Domain 3: Vision and Engagement

None

### Domain 4: Strategic and Professional Management

None

## APPENDIX B: SER TEAM MEMBERS

The SER visit to the Baltimore Montessori Public Charter School was conducted on April 7–8, 2021 by a team of representatives from Baltimore City Public Schools.

### **Team Lead/Writer:**

Reginald Trammell is a Program Evaluator II in the Office of Achievement and Accountability in Baltimore City Public Schools. Reginald began his career in education in 2000 as an elementary classroom teacher with Baltimore City Public Schools. After a decade of providing direct service to scholars, he transitioned to the Office of Teaching and Learning as the Education Associate for Elementary and Middle School Mathematics. In this role, he wrote curriculum, modelled instruction and facilitated professional development opportunities for math instructors. In 2011, Reginald continued to support Baltimore City Public Schools through the work of the Engagement Office. Here, he served as a Family and Community Engagement Specialist and subsequently secured the role as Parent Involvement Manager. His responsibilities included coordinating district-wide learning opportunities for school staff on engaging of families and community members and supporting the district's Title I Parent Involvement Program. Reginald is currently earning his Administrator I Certificate to continue his mission of improving public education.

### **Team Support:**

Mona Khajawi is a Program Evaluator II in the Office of Achievement and Accountability in Baltimore City Public Schools. She has had a variety of experience in the field of education, including teaching, program management and evaluation. Most recently, she worked in the capacity of Evaluation Specialist with City Year in Washington, D.C., assessing the quality of educational programming implemented by 140 AmeriCorps members in eleven schools throughout the district. She initially gained exposure to evaluation while interning with the Academy for Educational Development, where she assisted in conducting reviews of a subset of the Gates-funded small schools in New York City. Previously, she also taught English in a rural high school in Ukraine, and served as an Assistant Program Coordinator of the AmeriCorps program at the Latin American Youth Center in Washington, D.C. Mona holds a Bachelor's degree in English Literature from the University of Maryland, College Park, and a Master's degree in Education Policy from Teachers College, Columbia University.

### **Team Support:**

Katherine Harris Toler is a Program Evaluator II in the Office of Achievement and Accountability in Baltimore City Public Schools. Prior to joining OAA, Ms. Toler was a District Mentor in the Office of Teacher Support and Development. In Baltimore City Public Schools, Ms. Toler has served as teacher, Academic Coach, Dean of Instruction, and High School Administrator. Ms. Toler has also served as teacher in the Anne Arundel County Public School System, the Baltimore County Public School System and the Vance County Public School System in North Carolina. She holds a B.A. in English with a Concentration in Secondary Education from North Carolina Central University and a Masters of Education in School Improvement Leadership from Goucher College.

**Team Support:**

Robin Coyne-Hull, former Senior Project Manager at SchoolWorks, is now a consultant for SchoolWorks. She provides expertise across an array of education services. During her time at SchoolWorks, she has worked extensively on conducting school quality reviews of both public and charter schools throughout the country. Robin served as the Project Manager of school quality reviews for the Cleveland Metropolitan School District. In addition, she managed the external accountability reviews of charter applicants to the Louisiana Department of Education. On behalf of the Bay State Reading Initiative, Robin served as the independent grant evaluator and presented on the implementation study at the 2015 American Educational Research Association annual meeting. In addition, Robin provided content support on and off site in the development of Common Core educational videos for EngageNY.org. Prior to joining SchoolWorks, Robin worked as a Massachusetts charter school leader for 11 years. She began her charter school work in 1995 at South Shore Charter Public School – one of the first to open in Massachusetts – and later served as head of school for the Benjamin Franklin Classical Charter Public School – one of the highest achieving charter schools in Massachusetts. Robin holds a dual license in Massachusetts – superintendent and grades 1-6 elementary teacher. She is also certified as an AMS Montessori elementary teacher. During her many years in education, Robin has acquired a broad knowledge in project-based education, classical education, multi-age programs, character education, Common Core and the Montessori Method.