

Traditional School Setting	Montessori Learning Environment
<ul style="list-style-type: none"> • Age-based grouping of students 	<ul style="list-style-type: none"> • Multi-age student grouping for leadership and exposure to learning on many levels
<ul style="list-style-type: none"> • Teacher mentoring that lasts months 	<ul style="list-style-type: none"> • Teacher mentoring that lasts years
<ul style="list-style-type: none"> • Assigned desks 	<ul style="list-style-type: none"> • Students choose where to work, move freely in the classroom
<ul style="list-style-type: none"> • Emphasis on answers 	<ul style="list-style-type: none"> • Emphasis on questions, research, and self-reflection
<ul style="list-style-type: none"> • Grouping by age and ability 	<ul style="list-style-type: none"> • Grouping by interest and motivation as well as ability
<ul style="list-style-type: none"> • Disciplined enforced by teacher 	<ul style="list-style-type: none"> • Emphasis on learning self-discipline and role in the community
<ul style="list-style-type: none"> • Knowledge is often abstract in context 	<ul style="list-style-type: none"> • Materials/manipulatives introduce concepts in concrete form
<ul style="list-style-type: none"> • Teacher is the main source of knowledge 	<ul style="list-style-type: none"> • Children encouraged to collaborate, teach, and help each other
<ul style="list-style-type: none"> • Emphasis on root knowledge 	<ul style="list-style-type: none"> • Emphasis on problem-solving skills
<ul style="list-style-type: none"> • Use of textbooks/workbooks that state facts 	<ul style="list-style-type: none"> • Abundance of hands-on materials that teach the “why” and “how” behind the facts
<ul style="list-style-type: none"> • Student is recipient of teacher-directed knowledge 	<ul style="list-style-type: none"> • Student is a partner in learning, develops intrinsic motivation
<ul style="list-style-type: none"> • Specific time limits for work 	<ul style="list-style-type: none"> • Students work at their own pace
<ul style="list-style-type: none"> • Focus on individual tasks 	<ul style="list-style-type: none"> • Focus on individual and cooperative tasks
<ul style="list-style-type: none"> • Tendency toward one correct answer 	<ul style="list-style-type: none"> • Tendency toward multiple ways to arrive at solutions
<ul style="list-style-type: none"> • Testing focuses on passing 	<ul style="list-style-type: none"> • Testing focuses on mastery, self-correction, and competence
<ul style="list-style-type: none"> • Emphasis on grades, punishments and rewards to motivate 	<ul style="list-style-type: none"> • Emphasis on natural consequences and intrinsic motivation
<ul style="list-style-type: none"> • Homework to be completed each night 	<ul style="list-style-type: none"> • Flexible “at home” work options, emphasis on family reading
<ul style="list-style-type: none"> • Segmented content knowledge often with limited context 	<ul style="list-style-type: none"> • Large framework given to students for context in which to fit lessons (seeing the big picture, not just the parts)
<ul style="list-style-type: none"> • Adult-centered: teacher makes decisions 	<ul style="list-style-type: none"> • Child-centered: students run class meetings, solve problems
<ul style="list-style-type: none"> • Blocks of time allotted for each subject 	<ul style="list-style-type: none"> • Uninterrupted work cycles to allow for long or short projects
<ul style="list-style-type: none"> • Emphasis on products 	<ul style="list-style-type: none"> • Emphasis on processes
<ul style="list-style-type: none"> • Emphasis on competition 	<ul style="list-style-type: none"> • Emphasis on collaboration, social intelligence, grace & courtesy
<ul style="list-style-type: none"> • Primarily direct instruction/group lectures 	<ul style="list-style-type: none"> • Primarily individual and small group lessons
<ul style="list-style-type: none"> • Presentation of established facts 	<ul style="list-style-type: none"> • Inquiry-based learning and self-discovery
<ul style="list-style-type: none"> • Students expected to be within the norms of average for their grade level 	<ul style="list-style-type: none"> • Students have the opportunity to advance academically at their own pace, without limits
<ul style="list-style-type: none"> • Teacher has more active role, students have more passive role 	<ul style="list-style-type: none"> • Teacher as facilitator or guide; student role is more active
<ul style="list-style-type: none"> • Curriculum is pre-planned and uniform for all students 	<ul style="list-style-type: none"> • Students exercise choices within limits
<ul style="list-style-type: none"> • Emphasis on following directions, one standard, one system 	<ul style="list-style-type: none"> • Opportunity to develop time management and learn to prioritize