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ABSTRACT

This study is the fourth in a series of assessments of Montessori education intended to answer parent concerns about the Montessori method's ability to prepare students for the real world. Begun in 1986, the study will last 18 years, surveying every 3 years participants recruited from lower and upper elementary classes of the Franciscan Montessori Earth School (Portland, Oregon). This assessment was the first to include adult participants, over age 18. Younger students and their parents and teacher completed a survey, and students completed a personality measure and achievement tests; adult participants completed an expanded "College and Work Edition" survey, while a college professor survey was administered in place of a teacher survey; the parent survey was omitted for these subjects. The study postulated two hypotheses: (1) the number of Montessori Education Years (MEY) would positively relate to those qualities emphasized in Montessori education, such as cooperation with peers; and (2) participants with any Montessori education would be at least as successful as the general population. Results found minimal support for the first hypothesis; the second hypothesis received considerable support. Participants were described as normal or healthy, and achievement test results were above the average for the general population. (Eight appendices include comments volunteered by parents and teachers, and adjectives used by parents and teachers to describe the children. The LAS survey instruments are attached.)
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THE LONGITUDINAL ASSESSMENT STUDY (LAS)

CYCLE 4 (TEN YEAR) FOLLOW-UP

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May, 1996

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ABSTRACT

The Longitudinal Assessment Study (LAS) was initiated in 1986 in order to assess the affects of a Montessori education on children into adulthood. The study was designed to last 18 years so that participants could be assessed through the school years and could include participants' adjustment related to family and career. Participants are assessed once every three years (one Montessori cycle). The LAS grew out of the need to establish valid and reliable outcome research as related to elementary and above education.

The primary hypothesis related to the LAS was that the number of Montessori Education Years (MEY) would be positively related to those qualities which are emphasized in the Montessori teaching environment. A secondary hypothesis was that participants with any Montessori education would be as successful as the general population.

For all variables, results for all sub-groups of the LAS population fell in the range which was best described as normal or healthy. In fact, achievement test results were above national norms on all scales, and non-Montessori teachers rated their (former Franciscan Montessori Earth School or FMES) students as performing better and behaving with more maturity than other class members. The secondary hypothesis of no negative difference from the general population was strongly supported. While MEY did not relate to outcome, participants still at FMES, as well as those no longer at FMES, reported in their own words very positive and long term effects of their Montessori experience (see Appendix H).

With the primary hypothesis unsupported, and due to negative feedback as to the time commitment needed by participants, the LAS will be moving to a more qualified (rather than quantified) approach, probably 15-20 minute interviews (in person if still at FMES, by phone if not).

Copies of all 9 LAS surveys are provided.

ABOUT THE AUTHOR

Dr. Glenn is not a parent, a teacher, or Montessori trained. He received his Masters in Counseling from the University of Oregon in 1975 and his Doctorate in General Psychology from Texas Tech University in 1980. He has been associated with the Franciscan Montessori Earth School since 1983. If you know anyone who wants market research with a personal, humanistic touch, let him know! That is how he has made his living since 1986 in Portland, Oregon.

INTRODUCTION AND NOTE ON LITERATURE REVIEW

The Longitudinal Assessment Study (LAS) was initiated in 1986 in order to assess the affects of a Montessori education on children into adulthood. The study is designed to last 18 years so that participants can be assessed through the school years and can include participants' adjustment related to family and career. Participants are assessed once every three years (one Montessori cycle).

For the first three cycles, lower and upper elementary participants were recruited from the Franciscan Montessori Earth School (FMES or the Earth School), where an active research program has been in place since 1984 (Glenn, 1993). With about 450 students, FMES, an AMI affiliate, has programs from Children's House through high school. Participants were encouraged to remain in the LAS beyond their stay at the Earth School. Cycle 3 LAS results have been published (Glenn, 1994).

As in many Montessori programs with elementary and higher levels, a concern among parents focuses on whether this alternative educational method is preparing the student for the 'real, stress-filled world.' Many parents feel Montessori is fine for pre-schoolers, perhaps acceptable for lower elementary aged children, but many have serious doubts for its effectiveness in developmental preparation for upper elementary and older aged children. Montessorians believe it works, but little in the way of scientific proof is available for the doubters. The LAS grew out of this need to establish valid and reliable outcome research.

The primary hypothesis related to the LAS is that the number of Montessori Education Years (MEY) will be positively related to those qualities which are emphasized in the Montessori teaching environment, such characteristics as self-control and self-direction, spontaneity, creativity, and the like. A secondary hypothesis is that participants with any Montessori education will be as successful as the population of similar students after leaving the Earth School.

Very few longitudinal studies assessing elementary aged and older children have been conducted related to the Montessori method. In fact, a recent computer generated review of the ERIC and PsycINFO data bases revealed no citations of longitudinal studies from 1986 to the present. Prior to 1986, some relatively short term longitudinal studies were conducted, and excellent and comprehensive annotated bibliographical and review articles by Boehnlein (1985, 1986, 1988, 1994) summarize these. On the whole, these studies usually found that Montessori educated students did at least as well as other educated students on achievement test and behavior measures.

DESCRIPTION OF STUDY

The first (Cycle 1) assessment in October, 1986 included a public school comparison sample, and

some of these results were summarized in a previously published article (Glenn, 1989). Cycle 2 assessment was conducted in January, 1990 and included the original Montessori sample and added additional Montessori students. Cycle 3 assessment was done in January, 1993, and included all Cycles 1 and 2 Montessori students and added additional Montessori students. Cycle 4 was conducted in January, 1996, but no new participants were added.

Over the decade of assessment, selection bias has become more and more of a possible problem. A total of 198 participants have been members in the LAS at one time or another. From Cycle 3 to this assessment (Cycle 4), no additional members were recruited, and sample fell from 145 to 82 (a loss of 43%). Table 1 illustrates that 30 participants have been assessed in all four cycles, 23 were assessed for three cycles, and 29 were assessed for two cycles. By status, there were 42 of the 82 active LAS participants (51%) still enrolled at FMES, with 49% having moved on to other settings. Selection bias can only be considered possible; we have no evidence that dropouts differ in any significant way from continuing participants. Three equally valid hypotheses exist. First, dropouts may not be any different from participants. Second, dropouts may be resistant to research in general and still not differ from continuing participants in 'Montessori' ways. Third, dropouts may be less 'Montessori-like' and discontinued participation due to this lower motivation. Taking the cautious route, we must assume dropouts did differ from continuing participants, making the results herein a 'good' case scenario.

Every three years participants, their parents, and their teachers complete a survey. In addition, a personality measure is administered to the participant, and achievement test results are included if available. Participants no longer at the Earth School receive their packet by mail, since all items are self-administered, and all return postage is pre-paid. Privacy envelopes are provided to the participants in order to encourage honesty. Participants still at FMES are assessed on a class by class basis. All students complete their materials on a self-paced basis.

Since the beginning of the LAS, the following 9 surveys and versions have been developed: Parent (current and former combined), teacher (current FMES, non-FMES through high school, non-FMES college professor), student (current upper elementary, current junior and senior high, former upper elementary, former junior and senior high, former college and work edition).

This is the first year in which some participants were adults, over age 18. For these adults (n=6), the parent survey was of course not administered, but an expanded 'College and Work Edition' participant survey was developed, and a College Professor survey was created as well.

The personality measures were selected to be appropriate for normal and healthy persons, and because different versions from grade 1 through adult were available. They use common scales and were developed using a common personality theory (Cattell, 1957).

Due to constraints of time and budget, it has not been possible to maintain a comparison or control group. However, in compensation, some results in the LAS can be compared to national or published norms. These include the achievement tests and personality measure data. In

addition, the teacher surveys of participants no longer at FMES ask the teacher to compare the LAS student with other students in the class. There were 20 of the 34 non-adult former FMES participants (59%) who submitted teacher surveys.

RESULTS

We will find that the primary hypothesis, that number of Montessori education years (MEY) is positively related to those qualities which are emphasized in the Montessori teaching environment, has not been supported. However, we will find that the secondary hypothesis, that participants with any Montessori education are as successful as the general population, was strongly supported and in fact exceeded. As the primary hypothesis has not been supported, presentation of results will be brief. Please refer to the tables for the full numerical results.

Demographic highlights. Fifty-seven percent (57%) of our 82 Cycle 4 participants were female. Nearly all parent surveys were completed by the mother. Over two-thirds of participants' parents reported being married, the majority of mothers and fathers had completed college and some graduate school, the majority of parents wanted their child to finish graduate school, but somewhat less than half expected their child to finish graduate school. Number of Montessori education years (MEY) ranged from 2 to 15, with a mean of 8.39 and a median of 8.0. Participant age ranged from 9.51 to 20.48 (as of January 1, 1996), with a mean of 14.19 and a median of 14.24 (Table 2 through Table 5). Excluding the 6 adults (mean age 18.57), mean age of participants still at FMES was 13.00, and the mean age of former FMES participants was significantly higher at 14.88.

Other parent provided highlights. Parents reported that it was somewhat easy to talk to their children about the school day or about feelings, the student's ability to cooperate with peers was rated as good and ability to cooperate with adults was rated as very good, school attitude was reported as somewhat positive, parents were more likely to report their children as being leaders than followers, the average number of reminders to do chores was between 2 and 3, and parents reported a mean of 88 minutes of chores per week for their children (range 0 to 300 minutes, median=60). See Table 5. Parents were asked to describe their child with one adjective. Although no pattern was evident, a listing (by MEY and status) can be found in Appendix A. In addition, three parents volunteered other comments (Appendix B).

There were no significant differences of parent reported variables in terms of participants status (still at FMES versus gone to other settings).

Teacher provided highlights. Although teachers reported student subject area of best and second best performance, response was quite diverse. Slight standouts were seen in math as best performance area and science/computer as second best performance area (Table 6). Teachers were asked to choose one adjective to best describe the student. Although no pattern was evident, the list can be found in Appendix C, sorted by MEY and status. Also, 13 teachers of

former FMES participants volunteered comments, and these can be found in Appendix D.

Of particular interest are the results reported in Table 7, teacher reported scaled variables. Teachers were asked to compare the participant with other students of the same gender and similar age in their classes. Means and medians from all 15 rating scales were above average, on the positive side of the scale. This alone may not mean much; the real question is how non-Montessori teachers rate former Montessori students. For all 15 rating scales, means were higher for teachers of former FMES participants (in comparison with the current FMES teacher ratings), and seven of these were statistically significant (four more were nearly significant). The table below summarizes these significant and near significant differences, sorted by significance level.

VARIABLE (TEACHER ASSESSED)	AT FMES	GONE	COMBINED	SIG.
Abil. to cooperate w/ teachers (1=poor; 5=good)	4.12	4.79	4.37	.002
Overall self-image (1=poor; 5=good)	3.68	4.46	3.97	.002
Overall academic rating (1=below; 5=above av.)	3.90	4.50	4.12	.006
Appropriate use of spontaneity (1=rarely; 5=often)	3.54	4.29	3.79	.008
Ease of distraction (1=easy; 5=hard)	3.32	3.95	3.54	.022
Showing grace & courtesy (1=rarely; 5=often)	4.00	4.42	4.15	.046
Abil. to finish product (1=poor; 5=good)	3.90	4.46	4.11	.050
Showing compassion for others (1=rarely; 5=often)	3.78	4.21	3.92	.061
Abil. to work alone (1=poor; 5=good)	4.02	4.48	4.19	.068
Abil. to handle stress (1=poor; 5=good)	3.72	4.17	3.89	.074
Abil. to cooperate w/ peers (1=poor; 5=good)	3.90	4.29	4.05	.080

That all 15 scales trended in the same direction and that 7 were significant and 4 nearly so, is strong support that former FMES students are doing not only as well, but better than, their non-Montessori educated counterparts. This is strong support of the secondary hypothesis.

Participant provided highlights. About a quarter of participants reported their best subject area to be math, and another quarter reported their best area to be language arts/English. Nearly two-thirds said they want to finish graduate school. Participants recorded the best job they hope to get, and these were categorized according to Holland's (1973 and 1979) six groups. Given the sample size, roughly equal numbers chose occupations in the Investigative (e.g., scientist, many professionals), Artistic and Social areas (Table 8).

Participants were asked to choose one adjective that best describes themselves. Although no pattern was evident, results can be found in Appendix E (sorted by MEY and status). Participants were also asked to choose a single adjective which best describes their feelings about school, and a pattern was evident (Appendix F). Responses were roughly coded as clearly positive (anything better than 'good') or not. While there did not appear to be any difference by age group, roughly

a quarter of adjectives chosen by participants still at FMES were clearly positive, compared to about one of 10 for former FMES participants. In addition, among former FMES participants, the clearly positive adjectives clustered among the participants with more MEY. This latter finding suggests that participants with more MEY are better able to find a way to like their non-Montessori school. However, when asked to rate their feelings about school on a 1=dislike to 5=like scale, there was no significant difference by MEY or status (full sample mean=3.99).

Participants still at FMES completed 8 rating scales, and former FMES participants completed the same 8 scales plus four additional scales rating test taking ability (Table 9). Self-rated test taking ability (of former FMES participants) was good to very good. The means of the other scales were slightly above average to definitely above average. Three of the 8 common scales which all participants completed showed statistical differences by status, and two more scales were nearly significant. The table below summarizes these results, where participants were asked to compare themselves with others in their class.

VARIABLE (STUDENT ASSESSED)	AT FMES	GONE	COMBINED	SIG.
Quality of finished work (1=worse; 5=better)	3.50	4.21	3.84	.000
General test taking abil. (1=poor; 5=good)	3.40	4.24	3.78	.001
Time to finish work (1=more; 5=less)	3.05	3.68	3.32	.010
Abil. to pay attn. when noisy (1=worse; 5=better)	3.02	3.50	3.23	.067
Teacher expectations (1=too little; 5=too much)	3.33	3.03	3.19	.085

These student reported results also support the secondary hypothesis, and again strongly so. Students who attended FMES and left for other schools reported themselves as better off than their non-Montessori educated counterparts on most scales. Note that the teacher expectations scale, although not quite significant, suggests that former FMES students perceive their current (non-Montessori) teacher as expecting too little of them, as compared to FMES students.

We asked students to transcribe the non-paying chores they do at home and to estimate the number of minutes per week for each chore. However, differences between participants' methods of reporting minutes and/or number of times per week made summing to a total number of minutes difficult. However, with some caution, we estimated a mean of 121 minutes of chores per week (range 0 to 380 or 6.33 hours, median=118, Table 10). This of course was significantly higher than the parent estimated number of minutes of chores per week (88). Some readers might find of interest the list of chores (by MEY and status), found in Appendix G.

Table 11 and Table 12 contain results from the six adults in the LAS. Table 11 contains job related variables, but only 3 participants were working. Table 12 contains self-assessment variables. The small sample precludes a valid analysis.

Saving perhaps the most interesting for last, we asked all participants of junior high age and older, "How has your Montessori experience affected who you are today?". Results have been transcribed verbatim and sorted by status, MEY, age, and for former FMES participants, number of years since left FMES (Appendix H). Although there were a few negative comments, the overwhelming majority of comments were positive to very positive, and some exceptionally insightful comments were made. These comments, of current and former FMES students, suggest that, from the student perspective, their Montessori experience was very positive and continues to affect who they are today. These comments also add strength to the support of the secondary hypothesis.

Standardized scores and grades gathered directly from participant. All LAS participants took a personality measure. As described in an earlier section, the Cattell series was used, as they are appropriate for healthy people and offer versions from elementary school through adult. All mean scores were within one standard deviation of the norms, supporting (objectively) that LAS participants as a group do not significantly differ in personality. Also, there were no significant interactions with MEY, suggesting little effect of a Montessori education on one's personality.

There were 70% of former FMES participants who provided copies of grades. For all letter grades combined, two-thirds (67%) were As, 22% were Bs, 6% were Cs, 2% were Ds, and 3% (n=5) were Fs. The grade point average was 3.48.

All participants still at FMES but under high school age took the short form of the Metropolitan Achievement Test. For the total battery, this sub-group scored at the 74th (national) percentile compared to national norms.

Some participants no longer at FMES and under high school age (11 of 34 or 32%) submitted copies of achievement test results. Of course a variety of tests were used, but this sub-group scored at the 94th percentile compared to usually national (sometimes regional) norms.

High school aged and older participants (at FMES or no longer there) submitted PSAT or SAT scores. Mean verbal for current FMES participants was 81st percentile, and mean math was 73rd percentile. For former FMES participants, the mean verbal was 78th percentile, and the mean math was 69th percentile.

Since it may have been likely that higher scoring participants were more likely to submit grades and achievement test results than other participants, these results should be considered a best case scenario.

CONCLUSION

The primary hypothesis that the number of Montessori Education Years is positively related to those qualities which are emphasized in the Montessori teaching environment cannot be

supported. However, the secondary hypothesis that participants with any Montessori education are as successful as the general population was strongly supported. Actually, saying 'any' Montessori education is really not accurate, because 98% (all but 2 participants) had at least 4 MEY. Objective measures (ratings by current non-Montessori teachers of former Montessori students, personality inventories, achievement test results, and grades) all support the conclusion that any (4 or more years) Montessori experience is beneficial and carries over to other educational environments.

THE FUTURE

Because of consistently finding little support for the primary hypothesis (but strong support for the secondary hypothesis), the LAS will be moving to a more qualitative approach. Also, we found this cycle that several participants, particularly the older ones no longer at FMES, were resistant to investing the one to one-and-a-half hours necessary to complete LAS materials.

As such, the LAS will probably move to a 15-20 minute interview format (in person if still at FMES, by phone if gone). Beyond the general 'how are you doing?,' we will be asking guides, parents, students and administration officials associated with FMES for suggestions as to what to cover in the interview. We hope to regain many of the LAS dropouts with this streamlined format. It is also possible that junior high aged FMES students may do the actual interviewing as part of their Business Discovery curriculum. Beyond learning interviewing techniques, persons in the middle of adolescence may find it helpful to hear others' perspectives, particularly those of former students who are now adults.

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TABLE 1
PARTICIPANT STATUS BY YEAR OF FIRST ASSESSMENT

	LAS PARTICIPATION STATUS						TOTAL	
	Still At FMES		Not At FMES		Adult		COUNT	PERCENT
	COUNT	PERCENT	COUNT	PERCENT	COUNT	PERCENT		
Started in 1987	5	11.9%	19	55.9%	6	100.0%	30	36.6%
Started in 1990	16	38.1%	7	20.6%			23	28.0%
Started in 1993	21	50.0%	8	23.5%			29	35.4%
TOTAL	42	100.0%	34	100.0%	6	100.0%	82	100.0%

LONGITUDINAL ASSESSMENT STUDY: CYCLE 4 (TEN YEAR FOLLOW-UP)
1996 Franciscan Montessori Earth School - Christopher M. Glenn, Ph.D.

TABLE 2
PARENT REPORTED CATEGORICAL VARIABLES

	COUNT	PERCENT
GENDER		
Male	35	42.7%
Female	47	57.3%
TOTAL	82	100.0%
WHO FILLED OUT SURVEY?		
Mother	66	80.5%
Father	6	7.3%
Mother and Father	1	1.2%
No response	9	11.0%
TOTAL	82	100.0%
MARITAL STATUS		
Married	56	68.3%
Separated	3	3.7%
Divorced	13	15.9%
Unmarried, Living With	2	2.4%
No response	8	9.8%
TOTAL	82	100.0%
PARENT REPORTED HIGHEST LEVEL OF EDUCATION WANTED FOR STUDENT		
Some College	1	1.2%
Finish College	22	26.8%
Some Graduate School	4	4.9%
Finish Graduate School	47	57.3%
No response	8	9.8%
TOTAL	82	100.0%
PARENT REPORTED HIGHEST LEVEL OF EDUCATION EXPECTED FOR STUDENT		
High School	2	2.4%
Some College	4	4.9%
Finish College	25	30.5%
Some Graduate School	6	7.3%
Finish Graduate School	35	42.7%
No response	10	12.2%
TOTAL	82	100.0%

TABLE 3
 NUMBER OF MONTESSORI EDUCATION YEARS

	COUNT	PERCENT
2	1	1.2%
3	1	1.2%
4	9	11.0%
5	5	6.1%
6	6	7.3%
7	8	9.8%
8	15	18.3%
9	5	6.1%
10	10	12.2%
11	11	13.4%
12	4	4.9%
13	3	3.7%
14	3	3.7%
15	1	1.2%
TOTAL	82	100.0%

	Mean	S.D.	Median	Sample	Minimum	Maximum
	8.39	2.96	8.00	82	2.00	15.00

LONGITUDINAL ASSESSMENT STUDY: CYCLE 4 (TEN YEAR FOLLOW-UP)
 1996 Franciscan Montessori Earth School - Christopher M. Glenn, Ph.D.

TABLE 4
AGE OF PARTICIPANTS

	COUNT	PERCENT
9.51	1	1.2%
9.64	1	1.2%
9.92	1	1.2%
10.04	1	1.2%
10.08	1	1.2%
10.13	1	1.2%
10.13	1	1.2%
10.17	1	1.2%
10.19	1	1.2%
10.46	1	1.2%
10.55	1	1.2%
10.72	1	1.2%
11.02	1	1.2%
11.03	1	1.2%
11.06	1	1.2%
11.07	1	1.2%
11.26	1	1.2%
11.76	1	1.2%
11.82	1	1.2%
11.93	1	1.2%
12.04	1	1.2%
12.12	1	1.2%
12.24	1	1.2%
12.24	1	1.2%
12.34	1	1.2%
12.47	1	1.2%
12.59	1	1.2%
12.65	1	1.2%
12.73	1	1.2%
12.75	1	1.2%
12.84	1	1.2%
12.89	1	1.2%
13.15	1	1.2%
13.28	1	1.2%
13.70	1	1.2%
13.77	1	1.2%
13.82	1	1.2%
13.84	1	1.2%
13.84	1	1.2%
13.91	1	1.2%
14.09	1	1.2%
14.39	1	1.2%
14.39	1	1.2%
14.43	1	1.2%
14.60	1	1.2%
14.89	1	1.2%
14.93	1	1.2%
15.01	1	1.2%
15.31	1	1.2%
15.49	1	1.2%
15.53	1	1.2%
15.59	1	1.2%
15.59	1	1.2%
15.68	1	1.2%
15.73	1	1.2%
15.87	2	2.4%
15.99	1	1.2%
16.10	1	1.2%
16.21	1	1.2%
16.25	1	1.2%
16.33	1	1.2%
16.51	1	1.2%

(continued)

LONGITUDINAL ASSESSMENT STUDY: CYCLE 4 (TEN YEAR FOLLOW-UP)
1996 Franciscan Montessori Earth School - Christopher M. Glenn, Ph.D.

TABLE 4
AGE OF PARTICIPANTS

	COUNT	PERCENT
16.62	1	1.2%
16.80	1	1.2%
16.81	1	1.2%
16.93	1	1.2%
17.02	1	1.2%
17.17	1	1.2%
17.31	1	1.2%
17.36	1	1.2%
17.45	1	1.2%
17.46	1	1.2%
17.49	1	1.2%
17.85	1	1.2%
17.87	1	1.2%
17.96	1	1.2%
18.17	1	1.2%
18.51	1	1.2%
18.66	1	1.2%
18.88	1	1.2%
20.48	1	1.2%
TOTAL	82	100.0%

	Mean	S.D.	Median	Sample	Minimum	Maximum
	14.19	2.72	14.24	82	9.51	20.48

LONGITUDINAL ASSESSMENT STUDY: CYCLE 4 (TEN YEAR FOLLOW-UP)
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TABLE 5
PARENT REPORTED SCALED VARIABLES

	Mean	S.D.	Median	Sample	Min	Max
MOTHER EDUCATION	17.43	2.90	18.00	74	7.00	27.00
FATHER EDUCATION	17.92	3.94	18.00	74	8.00	30.00
TALK ABOUT SCHOOL DAY (1=HARD TO 5=EASY)	3.91	1.07	4.00	74	1.00	5.00
TALK ABOUT FEELINGS (1=HARD TO 5=EASY)	3.65	1.08	4.00	74	1.00	5.00
ABILITY TO COOPERATE WITH PEERS (1=POOR TO 5=GOOD)	4.27	.78	4.00	74	2.00	5.00
ABILITY TO COOPERATE WITH ADULTS (1=POOR TO 5=GOOD)	4.49	.69	5.00	74	2.00	5.00
SCHOOL ATTITUDE (1=NEGATIVE TO 5=POSITIVE)	4.05	.92	4.00	74	1.00	5.00
FOLLOWER=1, EVEN MIX=3, LEADER=5	3.54	1.01	3.00	74	1.00	5.00
NUMBER OF REMINDERS TO DO CHORES	2.41	1.06	2.00	74	1.00	5.00
MINUTES OF CHORES PER WEEK - PARENT PROVIDED	88.06	75.20	60.00	72	.00	300.00

LONGITUDINAL ASSESSMENT STUDY: CYCLE 4 (TEN YEAR FOLLOW-UP)
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TABLE 6
TEACHER REPORTED CATEGORICAL VARIABLES

	COUNT	PERCENT
TEACHER REPORTED SUBJECT AREA OF BEST PERFORMANCE		
Math	15	18.3%
Science/Computer	6	7.3%
Social/Cultural Studies	4	4.9%
Language Arts/English	9	11.0%
Reading	2	2.4%
History	1	1.2%
Writing	6	7.3%
Art/Drama	4	4.9%
Thinking Skills	3	3.7%
No response	32	39.0%
TOTAL	82	100.0%
TEACHER REPORTED SUBJECT AREA OF SECOND BEST PERFORMANCE		
Math	8	9.8%
Science/Computer	12	14.6%
Social/Cultural Studies	5	6.1%
Language Arts/English	4	4.9%
History	1	1.2%
Writing	1	1.2%
Art/Drama	5	6.1%
Thinking Skills	2	2.4%
Other	2	2.4%
No response	42	51.2%
TOTAL	82	100.0%

LONGITUDINAL ASSESSMENT STUDY: CYCLE 4 (TEN YEAR FOLLOW-UP)
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TABLE 7
TEACHER REPORTED SCALED VARIABLES

	Mean	S.D.	Median	Sample	Min	Max
NUMBER OF SCHOOL YEARS TEACHER KNEW STUDENT	3.51	3.02	2.00	82	1.00	9.00
RATE OF SCHOOL ADJUSTMENT (1=SLOW TO 5=QUICK)	4.25	.95	5.00	65	1.00	5.00
ABILITY TO WORK IN GROUPS (1=POOR TO 5=GOOD)	4.03	1.10	4.00	65	1.00	5.00
ABILITY TO WORK ALONE (1=POOR TO 5=GOOD)	4.19	.96	4.00	64	1.00	5.00
EASE OF DISTRACTION (1=EASY TO 5=HARD)	3.54	1.06	4.00	63	1.00	5.00
ABILITY TO FINISH A PRODUCT (1=POOR TO 5=GOOD)	4.11	1.12	4.00	65	1.00	5.00
OVERALL ACADEMIC RATING (1=BELOW AVERAGE TO 5=ABOVE AVERAGE)	4.12	.86	4.00	65	2.00	5.00
LEVEL OF SELF-CONFIDENCE (1=INSECURE TO 5=CONFIDENT)	4.09	.88	4.00	65	2.00	5.00
ABILITY TO COOPERATE WITH TEACHERS (1=POOR TO 5=GOOD)	4.37	.88	5.00	65	2.00	5.00
ABILITY TO COOPERATE WITH PEERS (1=POOR TO 5=GOOD)	4.05	.93	4.00	65	2.00	5.00
SHOWING GRACE & COURTESY (1=RARELY TO 5=OFTEN)	4.15	.81	4.00	65	2.00	5.00
SHOWING COMPASSION FOR OTHERS (1=RARELY TO 5=OFTEN)	3.92	.83	4.00	60	2.00	5.00
ABILITY TO HANDLE STRESS (1=POOR TO 5=GOOD)	3.89	1.01	4.00	62	2.00	5.00
APPROPRIATE USE OF SPONTANIETY (1=RARELY TO 5=OFTEN)	3.79	1.07	4.00	62	1.00	5.00
OVERALL SELF-IMAGE (1=POOR TO 5=GOOD)	3.97	.98	4.00	65	1.00	5.00
OVERALL SOCIAL ADJUSTMENT (1=BELOW AVERAGE TO 5=ABOVE AVERAGE)	3.88	.99	4.00	65	2.00	5.00

LONGITUDINAL ASSESSMENT STUDY: CYCLE 4 (TEN YEAR FOLLOW-UP)
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TABLE 8
PARTICIPANT REPORTED CATEGORICAL VARIABLES

	COUNT	PERCENT
STUDENT REPORTED SUBJECT AREA OF BEST PERFORMANCE		
Math	20	24.4%
Science/Computer	6	7.3%
Social/Cultural Studies	3	3.7%
Language Arts/English	22	26.8%
Reading	3	3.7%
History	9	11.0%
Writing	6	7.3%
Art/Drama	5	6.1%
Other	5	6.1%
No response	3	3.7%
TOTAL	82	100.0%
STUDENT REPORTED HIGHEST LEVEL OF EDUCATION WANTED (AGE 9 AND OVER)		
High School	2	2.4%
Finish College	21	25.6%
Some Graduate School	7	8.5%
Finish Graduate School	52	63.4%
TOTAL	82	100.0%
CATEGORY OF JOB EXPECTATION (AGE 9 AND OVER)		
Realistic	3	3.7%
Investigative	27	32.9%
Artistic	23	28.0%
Social	14	17.1%
Enterprising	7	8.5%
No response	8	9.8%
TOTAL	82	100.0%

TABLE 9
 PARTICIPANT REPORTED SCALED VARIABLES - SCHOOL RELATED
 (NOTE: TEST TAKING ABILITY ONLY FOR FORMER-FMES PARTICIPANTS)

	Mean	S.D.	Median	Sample	Min	Max
FEELINGS ABOUT SCHOOL (1=DISLIKE TO 5=LIKE)	3.99	.90	4.00	81	1.00	5.00
COMFORT WITH TEACHER (1=NERVOUS TO 5=RELAXED)	4.33	.88	5.00	81	1.00	5.00
PERCEIVED TEACHER EXPECTATIONS (1=TOO LITTLE TO 5=TOO MUCH)	3.19	.76	3.00	81	1.00	5.00
COMPARED TO CLASSMATES, TIME TO FINISH WORK (1=MORE TO 5=LESS)	3.32	1.05	3.00	81	1.00	5.00
COMPARED TO CLASSMATES, ABILITY PAY ATTENTION WHEN NOISY (1=WORSE TO 5=BETTER)	3.23	1.14	3.00	81	1.00	5.00
COMPARED TO CLASSMATES, QUALITY OF FINISHED WORK (1=WORSE TO 5=BETTER)	3.84	.83	4.00	81	2.00	5.00
COMPARED TO CLASSMATES, ABILITY TO MAKE FRIENDS (1=WORSE TO 5=BETTER)	3.19	1.11	3.00	81	1.00	5.00
GENERAL TEST TAKING ABILITY (1=POOR TO 5=GOOD)	3.78	1.08	4.00	81	1.00	5.00
ABILITY WHEN TAKING TRUE AND FALSE TESTS (1=POOR TO 5=GOOD)	4.05	1.00	4.00	39	2.00	5.00
ABILITY WHEN TAKING MULTIPLE CHOICE TESTS (1=POOR TO 5=GOOD)	4.46	.72	5.00	39	2.00	5.00
ABILITY WHEN TAKING FILL-IN-THE-BLANK TESTS (1=POOR TO 5=GOOD)	4.00	.89	4.00	39	2.00	5.00
ABILITY WHEN TAKING ESSAY AND SENTENCE COMPLETION TESTS (1=POOR TO 5=GOOD)	4.18	.82	4.00	39	2.00	5.00

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TABLE 10
NUMBER OF MINUTES OF CHORES PER WEEK - PROVIDED BY PARTICIPANT

	COUNT	PERCENT
0	1	1.2%
10	3	3.7%
15	2	2.4%
18	1	1.2%
20	2	2.4%
30	1	1.2%
33	1	1.2%
35	1	1.2%
40	2	2.4%
45	2	2.4%
47	1	1.2%
50	2	2.4%
57	1	1.2%
60	1	1.2%
62	1	1.2%
65	1	1.2%
70	1	1.2%
75	1	1.2%
85	1	1.2%
87	1	1.2%
88	1	1.2%
91	1	1.2%
95	1	1.2%
104	1	1.2%
110	1	1.2%
112	1	1.2%
115	1	1.2%
120	1	1.2%
125	2	2.4%
133	2	2.4%
138	1	1.2%
148	1	1.2%
150	4	4.9%
155	1	1.2%
157	2	2.4%
160	2	2.4%
175	2	2.4%
180	1	1.2%
186	1	1.2%
187	1	1.2%
190	3	3.7%
205	1	1.2%
210	1	1.2%
230	2	2.4%
240	2	2.4%
250	1	1.2%
295	1	1.2%
350	1	1.2%
380	1	1.2%
No response	14	17.1%
TOTAL	82	100.0%

	Mean	S.D.	Median	Sample	Minimum	Maximum
	120.93	83.82	117.50	68	.00	380.00

LONGITUDINAL ASSESSMENT STUDY: CYCLE 4 (TEN YEAR FOLLOW-UP)
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TABLE 11
 PARTICIPANT REPORTED SCALED VARIABLES - JOB RELATED

	Mean	S.D.	Median	Sample	Min	Max
SHOWS INITIATIVE WHEN APPROPRIATE (1=NEVER TO 5=ALWAYS)	4.67	.58	5.00	3	4.00	5.00
ON TIME? (1=NEVER TO 5=ALWAYS)	4.67	.58	5.00	3	4.00	5.00
APPEARANCE (1=VERY SLOPPY TO 5=VERY NEAT)	4.33	.58	4.00	3	4.00	5.00
OVERALL QUALITY OF WORK (1=VERY POOR TO 5=VERY GOOD)	4.67	.58	5.00	3	4.00	5.00

LONGITUDINAL ASSESSMENT STUDY: CYCLE 4 (TEN YEAR FOLLOW-UP)
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TABLE 12
PARTICIPANT REPORTED SCALED VARIABLES - SELF-ASSESSMENT BY ADULTS

	Mean	S.D.	Median	Sample	Min	Max
I'D RATHER TALK W/ FRIENDS ABOUT... (1=COLLEGE, 3=EQUAL, 5=FEELINGS)	3.17	.75	3.00	6	2.00	4.00
I'D RATHER DO SOMETHING... (1=ALONE, 3=EQUAL, 5=IN A GROUP)	3.17	.75	3.00	6	2.00	4.00
I'D RATHER DO SOMETHING WITH... (1=2 OR 3 PEOPLE, 3=EQUAL, 5=LARGER GROUP)	2.17	1.33	2.00	6	1.00	4.00
I'D RATHER GO TO... (1=SCHOOL, 3=EQUAL, 5=WORK)	2.50	1.52	2.50	6	1.00	5.00
USUALLY MY FREINDS ARE... (1=YOUNGER, 3=SAME AGE, 5=OLDER)	4.17	.75	4.00	6	3.00	5.00
USUALLY I AM A... (1=FOLLOWER, 3=EQUAL, 5=LEADER)	3.33	1.03	3.00	6	2.00	5.00
LEVEL OF SELF-MOTIVATION (1=LOW TO 5=HIGH)	4.00	.63	4.00	6	3.00	5.00
USUALLY I PREFER A ... PACE OF LIFE (1=SLOW, 3=EQUAL, 5=FAST)	3.33	1.21	3.50	6	2.00	5.00
FEELINGS ABOUT UNCERTAINTY OR AMBIGUITY (1=UNCOMFORTABLE TO 5=COMFORTABLE)	2.00	.63	2.00	6	1.00	3.00
USUALLY I AM MORE OF A ... PERSON (1=CAREER, 3=EQUAL, 5=FAMILY)	2.67	.52	3.00	6	2.00	3.00

LONGITUDINAL ASSESSMENT STUDY: CYCLE 4 (TEN YEAR FOLLOW-UP)
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APPENDIX A
PARENT ADJECTIVES DESCRIBING THEIR CHILD
(With number of Montessori education years)

Parents Current at FMES of Junior High and Older Participants

- (15) Gifted
- (14) Creative
- (13) Intelligent
- (13) Perceptive
- (13) Focused
- (12) Empathetic
- (12) Perceptive
- (12) Sensitive
- (11) Bright
- (11) Sagacious
- (11) Well-rounded
- (11) Delightful
- (11) Lively
- (11) Vigorous
- (11) Vibrant
- (11) Intense
- (10) Complex
- (10) Decent
- (10) Open
- (10) Strong-willed, independent
- (9) Independent
- (9) Creative, sensitive
- (9) Positive
- (8) Multifaceted
- (8) Decent

Parents Current at FMES of Upper Elementary Participants

- (10) Creative
- (9) Challenging
- (9) Intense
- (8) Creative
- (8) Original, creative
- (8) Independent
- (8) Intuitive
- (8) Likeable
- (7) Ebullient

- (7) Happy
- (6) Sensitive
- (4) Affable
- (4) Enthusiastic

Former FMES Parents of Junior High Through Senior High Participants

- (14) Self-centered (but not negatively)
- (11) Caring
- (11) Focused
- (10) Observant
- (10) Bright
- (10) Creative
- (10) Intelligent
- (8) Conforming
- (8) Delightful
- (8) Troubled
- (8) Full of potential
- (8) Caring
- (8) Opinionated
- (7) Compassionate
- (7) Self-confident
- (7) Determined
- (6) Intuitive
- (6) Joy
- (6) Determined
- (5) Determined
- (5) Fun-loving
- (4) Compassionate
- (4) Testy
- (4) Sturdy
- (4) Competent
- (4) Outgoing
- (3) Creative

Former FMES Parents of Upper Elementary Participants

- (6) Self-controlled
- (6) Caring
- (5) Enthusiastic
- (4) Self-motivated
- (2) Complex

APPENDIX B
VOLUNTEERED PARENT COMMENTS
(With number of Montessori education years)

Current FMES Parents

(11) [Regarding number of minutes of non-paying chores] This is a tough question because what are non-paying chores? My kids have been trained for years to do their own laundry, clean their own rooms and bathrooms, fix their own lunches, help with meals. They spend a good deal of time doing those things. What I consider a non-paying chore might be moving wood, painting the house, etc., which are periodic.

(11) [Regarding describing child with a single adjective] I feel denigrated being asked to reduce my multifaceted, changing, growing daughter to a single adjective. After all, it is the Montessori method to look at the whole child.

Former FMES Parents

(8) The thing that is most obvious to me about the value of Montessori education is how it teaches the children how to learn. I see this in [my child] as she encounters areas of knowledge that she wants to know about. She is very capable of searching out information on her own when she wants to know something. She knows she can learn anything, she just has to find the information. I think her confidence in her own ability to learn comes directly from her Montessori experiences, and it is serving her well as she moves through high school. [Note, this participant has been a former FMES student for six years.]

APPENDIX C
TEACHER ADJECTIVES DESCRIBING PARTICIPANT
(With number of Montessori education years)

Current FMES Junior High and Older Participants

- (15) Studious
- (14) Creative
- (13) Focused
- (13) Quiet
- (13) Physical
- (12) Sarcastic
- (12) Compassionate
- (12) Focused
- (11) Independent
- (11) Enthusiastic
- (11) Single-minded
- (11) Motivated
- (11) Bubbly
- (11) Positive
- (11) Happy
- (10) Thoughtful
- (10) Determined
- (10) Deceptive
- (9) Confused
- (9) Capable
- (9) Quiet
- (8) Cooperative, determined

Current FMES Upper Elementary Participants

- (10) Graceful
- (9) Persistent
- (9) Stubborn
- (8) Consistency
- (8) Unique
- (8) Curious
- (8) Articulate
- (8) Self-assured
- (8) Not self-motivated
- (7) Inattentive
- (7) Enthusiastic
- (7) Determined

- (6) Shy
- (5) Quiet
- (4) Marvelous
- (4) Distractable
- (4) Colorful

Former FMES Junior High Through Senior High Participants

- (14) Enthusiastic
- (12) Thoughtful
- (11) Exceptional
- (11) Curious
- (10) Respectful
- (10) Consistent
- (8) Unique
- (8) Eager
- (8) Kind
- (8) Diligent
- (7) Positive
- (7) Confident
- (7) Quiet
- (6) Positive
- (6) Curious
- (6) Friendly
- (5) Mature
- (4) Caring
- (4) Spirited
- (4) Competent
- (3) Courteous

Former FMES Upper Elementary Participants

- (6) Highly intelligent
- (5) Determined
- (2) Precocious

APPENDIX D
VOLUNTEERED TEACHER COMMENTS
(With number of Montessori education years)

Current FMES Participants

[Two comments were recorded for Junior High aged participants, but removing or altering of identifying information (to protect confidentiality) would have resulted in loss of meaning.]

Former FMES Participants

(14) [College] [Name] is conscientious, responsible and engaged in learning. She is a good reader who is growing increasingly attentive to important subtleties in texts. She writes clearly and grammatically but needs to clarify better and in more detail connections she is trying to make between ideas and/or texts. She shows initiative in getting help to improve her skills. She is shy and seems tentative in offering comments in group discussions but is nonetheless making comments as she grows accustomed to the group.

(12) [Senior High] [Name] improved greatly during the semester in supporting her good ideas and insights with explanations and examples. Her final exam essay was outstanding. She needs to improve on spelling and/or proof reading. Usually she is reticent around me in the classroom, but when she needs to, she responsibly takes initiative for herself. She is deeply thoughtful in the way she treats others and encounters new ideas.

(11) [Senior High] [Name] is always asking to learn more, like Greek and Latin languages. He accepts challenges readily which go beyond the minimal limits of an assignment. He is always questioning and seeking in a wide variety of areas, from the sciences to religious studies. He is a pleasure because of his sincerity and follow up. I am learning also.

(10) [College] [Name] is hard to rank. She is intelligent, enthusiastic and has excellent critical thinking skills. She is highly creative, certainly a valuable trait. But at times I think her creativity may hamper her academics. For example, a test I gave covered definitions. Her creativity was a fine way of coming to terms with them but stripped them of their boundaries and limiting precision. She is a joy to teach - I hope she will learn how to get her creativity to work for her rather than against her. [Note: On a scale where 0=the worst student this professor ever had to 100=the best student s/he ever had, rating was 85.]

(10) [Senior High] [Name] is a very able young man. He is easily the best student in my class, yet he is well respected by his peers. He is polite, honest, self-confident, capable and a joy to have in class.

(10) [Junior High] My class is very different from a Montessori style class - I have 5 classes

with an average of 32-34 students per class. Therefore, it is difficult for me to observe and assess the various personalities of the students in class. With that in mind, I have known [Name] for two years and have found him to be a confident student who is not shy, but also does not demand excessive attention. He appears to be a bit more mature than my more demanding students. He has been performing at an adequate level - not a stellar student but performs above average. As an athlete, he has been an average performer, but an enjoyable and dependable member of the team. I enjoy having him in class.

(8) [Senior High] She is a committed but perplexing student because she starts projects enthusiastically but doesn't turn them in after all the work she puts in. She loses and forgets a lot of things for a student who seems to want to excel.

(7) [Senior High] [Name] is a kind and compassionate student who has taken to heart the ideas of justice and charity. He is involved in numerous volunteer activities that benefit others. He does all he does with a happy heart. He is friendly and pleasant.

(7) [Junior High] [Name] is very reserved in advisory meetings. She does not interact with any students in here. She is quiet, cooperative and participates in activities. She shows little initiative socially.

(6) [Senior High] I know that [Name] has had some problems with substance abuse, peer relationships and depression. This is not private, for she has spoken about this during my psychology class. Although she is not using drugs and her relationships with friends and family are stable, there is some obvious residual behaviors. I suspect there may be some unresolved issues underneath her presenting behaviors and occasionally they come out. She is bright, inquisitive, laughs a lot and is first rate in my classes. Her grades are excellent, her attitude reflects an interest in learning.

(5) [Junior High] What a joy to have her in class!

(4) [Senior High] [Name] is one of my all-time favorite students. Currently she is one of two editors for the [public school name] high school year book. She has always been a superior student. I completed 8 references for her in her quest for college admissions, and she was admitted to them all (e.g., Swathmore to Holyoke). Noteworthy, however, is her current case of 'senioritis' as well as a consequent level of mild rebelliousness, patronization of her teachers, a bit argumentative, and unusual level of lethargic disgust with the academic 'busy work' she's found in her other senior classes. Ah well, she is a typical teen in many ways after all.

(4) [Junior High] [Name] is an excellent student. He's an original. His unique perspectives are appreciated by the class and myself. He did/does have a hard time with a class of 25 others. He wants to react to everything he hears and sees, even if there isn't a forum for this. He is outspoken but needs to work on what he blurts out and when he does it. He has improved on this and mostly is a positive asset to the class.

APPENDIX E
PARTICIPANT ADJECTIVES DESCRIBING SELF
(With number of Montessori education years)

Current FMES Junior High and Older Participants

- (15) Creative
- (14) Undiscovered
- (13) Communication
- (13) Quiet
- (13) Trustworthy
- (12) Active
- (12) Persistent
- (12) Kind
- (11) Interesting
- (11) Nice
- (11) Neat
- (11) Fascinated
- (11) Free-flowing
- (11) Fun
- (11) Surprise
- (11) Fun
- (10) Outgoing
- (10) Sensitive
- (10) Creative
- (10) Unpredictable
- (9) Wonderful
- (9) Interesting
- (9) Different
- (8) Creative
- (8) Nice

Current FMES Upper Elementary Participants

- (10) Interesting
- (9) Exciting
- (8) Interesting
- (8) Awesome
- (8) Adventurous
- (8) Great
- (8) Shy
- (8) Sensitive
- (7) Nice

- (7) Nice
- (7) Scientific
- (6) Nice
- (5) Weird
- (4) Kind
- (4) Weird
- (4) Medium

Former FMES Students (Now Junior High and Older)

- (14) Colorful
- (14) Kind
- (12) Unique
- (11) Strong
- (11) Ponderous
- (11) Organized
- (10) Creative
- (10) Unique
- (10) Me
- (10) Interested
- (10) Dedicated
- (8) Outrageous
- (8) Opinionated
- (8) Demented
- (8) Confused
- (8) Fun
- (8) Average
- (8) Smiley
- (7) Determined
- (7) Friendly
- (7) Intelligent
- (7) Reliable
- (7) Good
- (6) Intuitive
- (6) Radiant
- (5) Perfectionist
- (5) Complex
- (4) Friendly
- (4) Out-going
- (4) Perfect
- (4) Social butterfly
- (4) Me
- (3) Interesting

Former FMES Students (Now Upper Elementary)

- (6) Polite
- (6) Diverse
- (5) Original
- (4) Energetic
- (2) Different

APPENDIX F
PARTICIPANT ADJECTIVES DESCRIBING FEELINGS ABOUT SCHOOL
(With number of Montessori education years)

Current FMES Junior High and Older Participants

- (15) Enjoyable
- (14) Necessary
- (13) Concerned
- (13) Okay
- (13) Diligent
- (12) Okay
- (12) Life
- (12) Good
- (11) Great
- (11) Comfortable
- (11) Differentiating
- (11) Social function
- (11) Social
- (11) Love
- (11) Tired
- (11) Friends
- (10) Fine
- (10) Draining
- (10) Good
- (10) Challenge
- (9) Great
- (9) Indescribable
- (9) Interested
- (8) Interested
- (8) Okay

Current FMES Upper Elementary Participants

- (10) Excited
- (9) Okay
- (9) Boring
- (8) Fine
- (8) Awesome
- (8) Good
- (8) Okay
- (8) Great
- (8) Okay

- (7) Challenging
- (7) Okay
- (7) Good
- (6) Good
- (5) Weird
- (4) Soggy
- (4) Good

Former FMES Students (Now Junior High Through College)

- (14) Blah (others go too slow)
- (14) Excited
- (12) Comfortable
- (11) Comfortable
- (11) Fine
- (11) Learning
- (10) Okay
- (10) Motivated
- (10) Interesting
- (10) Fun
- (10) Required
- (8) Overwhelmed
- (8) Unacceptable
- (8) Positive
- (8) Baffled
- (8) Good
- (8) A must
- (8) Routine
- (7) Optimistic
- (7) Freedom
- (7) Okay
- (7) Boring
- (6) Necessary
- (6) Necessary
- (6) Tolerant
- (5) Okay
- (5) Lonely
- (4) Okay
- (4) Exotic
- (4) Happy
- (4) Like
- (4) Monochrome
- (3) Alright

Former FMES Students (Now Upper Elementary)

- (6) Okay
- (6) Okay
- (5) Enthusiastic
- (4) Early
- (2) 50-50

APPENDIX G
PLEASE LIST EVERY CHORE YOU DO AROUND THE HOUSE
(With number of Montessori education years)

Current FMES Junior High and Older Participants

- (15) Dishes, feed cat, fix dinner, laundry, school lunch
- (14) Make bed, take out trash, get mail, clean room & bathroom, set table
- (13) Clean swimming pool
- (13) Walk dog, homework, clean room, etc.
- (13) Wash dishes
- (12) Vacuum, pick up dog poop, clean room, dishes, dinner
- (11) Clean bathroom, kitchen, and room, vacuum, dust
- (11) Dishes, cleaning (general, bathroom, bedroom)
- (11) My bathroom, my room, the whole house, the dog, garbage, dishwasher
- (11) Vacuum, clean room, laundry
- (11) Bathroom, laundry, dishes, clear table, sweep
- (11) Dishes, clean room, feed dog, recycling
- (11) Garbage, recycling, feed animals, dishes, mow lawn, garden work
- (10) Garbage, recycling, clean animal cages, kitchen, living room, vacuum, laundry, sweep
- (10) Dishes, take car for gas and wash, wash clothes, dust, get groceries
- (10) Vacuum, clean bathroom, dishes, sweep kitchen, recycling
- (10) Clean room, dishes, vacuum, dust, put away laundry
- (9) Sweep & mop kitchen, feed pets
- (9) Garbage, clean room & house, dishes, walking and feeding dog
- (9) We really don't have assigned chores, we just clean the house
- (8) Making bed

Current FMES Upper Elementary Participants

- (10) Make bed, walk dog, wash dishes
- (9) Dishes
- (9) Walk dog, empty dishwasher, clean one bathroom, set table, do laundry
- (8) Feed rabbit and clean cage, vacuum, dishes
- (8) Bathroom, vacuum, folding clothes
- (8) Clean bedroom, clean den
- (8) Set table, feed and clean rabbits and hamsters, help with dinner
- (8) Clean my room, help clean house
- (8) Vacuum, garbage, clean room help cook
- (7) Clean bird cage
- (7) Dishwasher, make bed, clean room, feed & water bunnies
- (7) Dishes
- (6) Take out garbage, clean room

- (5) Feed and water dogs, clean my room
- (4) Dishwasher, vacuum & clean my room, garbage, wash & fold clothes
- (4) Help with laundry, dishwasher, dust, make my bed, clean mouse cage
- (4) Garbage, feed pets, clean room, make bed, recycle, set table, dishwasher, vacuum

Former FMES Students (Now Junior High Through Senior High)

- (14) Vacuum, dishwasher, cats, make bed, clean my floor
- (12) Litter box, dishwasher, garbage, clean house
- (11) Get mail, vacuum, clean room
- (11) Clean kitchen, vacuum, clean room, my laundry, my bathroom, clean car
- (10) Clean up after differ, vacuum, clean bathroom, shop, dishes, mow lawn
- (10) Vacuum, dishes, garbage and recycle, clean room
- (10) Practice piano and guitar, laundry, help around the house
- (10) Care for cat, garbage and recycle, clean room, help around the house
- (8) Clean room, grocery shopping
- (8) Garbage, market, recycle, get mail, clean house
- (8) Groceries, laundry, help grandmother
- (8) Laundry, dust, vacuum, dishes, clean room
- (8) Animals, dishes, meal preparation, firewood, outside work
- (8) Dishes, clean family, living and dining rooms
- (7) Dishes, laundry, vacuum
- (7) Set table, clean table, clean room, recycle
- (7) Dishwasher, vacuum & dust, garbage, make bed, change sheets, clean room, set table
- (6) Get groceries, do laundry, dishes, clean bathroom
- (6) Dishes, laundry, feed animals, clean and pick up (misc.), clean own room & bathroom
- (6) My laundry, cooking, shopping, and cleaning
- (6) Dishwasher, cleaning my room and bathroom
- (5) Dishwasher, clean my room, fold laundry, help clean house
- (5) Dishes, vacuum, groceries, general pick up
- (4) Dishes, fold laundry
- (4) My laundry and bathroom, dishes, sweep, vacuum, clean bird cage, shovel snow
- (4) Dishes, garbage, laundry
- (4) None
- (3) Wash dishes, garbage, bathrooms, clean counter tops

Former FMES Students (Now Upper Elementary)

- (6) Feed cat, make bed, dishwasher, pick up toys, fold laundry, other
- (6) Dishes, set & clear table, prepare food, feed & walk dog, garbage & recycling, vacuum
- (5) Set & clear table, make bed, dishwasher, garbage & recycling, feed & walk dog
- (4) Dishwasher, clean & vacuum, laundry, set & clear table, cook
- (2) Too many! Clean room, feed and clean pets, dust & vacuum, set & clear table, put away clothes. Sometimes mow, wash car, watch sister

APPENDIX H
HOW HAS YOUR MONTESSORI EXPERIENCE AFFECTED WHO YOU ARE TODAY?
(Junior High Aged and Older)

Current FMES Participants

(With number of Montessori education years and current age)

- (15, 17) My Montessori experience has made me interested in learning and broadening my horizons.
- (14, 17) It has evoked some startling negative and positive reactions within me.
- (13, 17) I think I am a better person.
- (13, 15) It lets and makes me talk more and not be so quiet, because I have to participate in things.
- (13, 15) Very much.
- (12, 15) I am more caring and smarter.
- (12, 14) I think it has helped me to be more independent and creative.
- (12, 14) Good, kind, loving, helpful.
- (11, 16) It has helped me realize my full potential and given me the drive to go out and get what I want and need.
- (11, 16) I feel very confident with myself, and I know how to work in a tight group of friends because I'm with the same people every year.
- (11, 14) A looser environment where you learn to motivate yourself. Where you make friends easily and know everybody.
- (11, 14) I think I am more free with my opinions and feelings, I'm more interested by a variety of subjects, and generally more confident, but not necessarily because of the influence of Montessori philosophy. Because I've never been schooled outside (public school), it's difficult to differentiate.
- (11, 14) It guides me in the right direction for my future.
- (11, 14) It has kept me very close to the people here. I am going to a larger school next year, and that will be a lot different. But I will never lose my very close friends

here.

- (11, 14) I feel confident. I can achieve anything I really want to achieve.
- (11, 13) It has made me a lot more conservative.
- (10, 16) My Montessori education has allowed me to experience many independence boosting opportunities (from camp outs when I was small to a full time internship at the present time).
- (10, 16) My Montessori experience has made me more confident in who I am, made me think more clearly and critically and taught me many things about people and problem solving.
- (10, 14) It's helped me be myself and not be like everyone. It's taught me to be an individual and work at my own pace, and not to worry about other people. I am who I am and I'm stuck with myself.
- (10, 14) It has made me more social and I can adapt to different situations.
- (9, 14) It makes me find who I am on the inside so that I don't always have to conform to society.
- (9, 13) I have been more open and know more people. I enjoy who I am and expect more out of the people here at the school.
- (9, 13) Smarter, more considerate.
- (8, 13) Montessori has helped me get along with my work very well.
- (8, 12) Montessori has taught me that you are who you are and that you should do your best at whatever is shoved in your face.

Former FMES Participants

(With number of Montessori education years, current age, and number of years since left FMES)

- (14, 19, 2) I can plan and prepare how to approach and solve situations. I feel confident that my school work is done well because I received an interactive education. In many ways I feel more advanced or mature in seeing the way my peers and I look at a situation. In work [participant is in college and works part time as a counter person at a sandwich shop], I feel a little frustrated because I go at my own pace of learning and improving as I can, like I learned in Montessori. Often the employer in annoyed that I'm not quick and "mechanic" in my thoughts and actions.

However, I've been told that I am positive, and I feel that I can work well with people because I'm not so "mechanic." All this, I feel, is a direct result of my Montessori education.

- (14, 17, 2) I am confident, and my scholastic abilities are higher than those of most of my peers. I do not discriminate, and I have learned to keep an open mind.
- (12, 16, 2) It has prepared me for "real life" and has taught me to be me.
- (11, 20, 7) My Montessori experience has taught me to be self-reliant and that no one will do "learning" for me. I must do it myself.
- (11, 17, 3) I think it has given me the ability to see things from different viewpoints; to step into another's shoes and understand where they are coming from. My Montessori experience also provided me with an environment in which to learn responsibility, self-direction and confidence.
- (11, 16, 2) I'd say that I learn best from example. I enjoy order to a degree. I can't stand people who are doing something solely because others are doing it. I'm open-minded, but grounded in my thinking.
- (10, 19, 7) I think the Montessori school helped to provide a solid foundation for the rest of my educational experiences.
- (10, 17, 6) I haven't really noticed any difference because of Montessori.
- (10, 17, 1) It has helped me to develop critical thinking skills that tend to be beyond the abilities of my public school classmates.
- (10, 16, 2) It gave me some experiences that I could not get at other schools, such as camp outs and business discovery.
- (10, 15, 7) It has helped me with working alone and in groups. It has helped with the in-class part. It has hurt with homework and with grades. It used to be, if it gets done, it gets done. Now, it's, it will be done by X, and no later. When I got my first report card, I got a big wake up call. I have worked very hard over the last year to get my GPA up to a 3.0 cumulative.
- (8, 19, 9) I think the fact that the school itself was small and I continued to go to small schools until this year [participant is at the University of Oregon], it is a bit harder for me to make friends and feel comfortable. The actual schooling I think made me the type of person who does homework and such at my own pace, which in college you don't have that option to do. I think structure during growing up is

necessary for such things.

- (8, 18, 9) Social interaction - worse because of Montessori. After school studies - worse because of Montessori.
- (8, 17, 7) I went to your school many years ago. I've come from a brat to a young lady. I feel that if I never went to your school I would have never figured out what was right and wrong. You also taught me how to read, and I keep reading to this day. I read more than I write. Maybe I'll become a journalist or something. I have so many ideas in my head from reading books.
- (8, 16, 6) It has made me confident that I can do anything I want to. It has also taught me how to learn quickly, and more importantly, to love learning.
- (8, 16, 3) I sure miss it! I think Montessori has given me a good feeling of independence while at the same time I have learned to work well with others.
- (8, 12, 2) I'm ahead of most people in my class and usually finish work faster.
- (8, 12, 1) I feel it has given me a head start ever since and especially in kindergarten.
- (7, 20, 6) I've found it has made it easier to deal with some, but not all, of life's situations.
- (7, 18, 10) In reality no. I do think I am a little more independent than my peers, but I am unsure if I should contribute this to Montessori.
- (7, 18, 9) It has enabled me to become an individualist. It has also reinforced my opinion that certain methods of teaching are better than others. My experience at FMES made it possible for me to participate in theater which if I had not had the opportunity to do, I do not think I would be comfortable in front of crowds and would not have the career aspirations [broadcast journalism] I choose today.
- (7, 15, 6) Because of my attending Montessori schools, I feel that I am more prepared academically than my peers who haven't attended Montessori schools.
- (7, 14, 6) There are a lot of things that I learned in third grade there, that I have done again in middle school. For example, learning the 50 states and many things in math. I'm glad I had the experience that I did at Montessori. I think that if I had stayed there, I would be smarter now.
- (6, 18, 9) I believe that Montessori has affected me and who I am because it gave me ample opportunity to develop self-awareness, and it helped me to distinguish between reality and fantasy.

- (6, 17, 10) I am a very strong visual learner; perhaps Montessori school had something to do with that. I am fairly independent.
- (6, 16, 8) I feel I'm more ambitious, open and outgoing. I am more self-sufficient and do what's expected of me better.
- (6, 16, 8) It gave me a boost when I entered public school and helped me view the educational/learning process in a new light. It helped build my own confidence when it came to doing my best. I am happy, though, that I made my change to public school.
- (5, 17, 9) I believe academically it has prepared me a great deal. I'm ahead of kids my age and am very dedicated to my work. I believe, however, that it made it harder for me to relate to kids socially.
- (5, 15, 9) It has taught me to be ahead of the rest of the class and that education is one of the most important things in life.
- (4, 17, 10) Montessori has affected not only my education but also my personality. My Montessori education has made me a very visual learner because of the methods it uses to teach different concepts. It has also made me a trusting person because of the closeness of the classes I was in and the generally supportive environment. Also, I enjoy having freedom in my educational choices because of the freedom given in Montessori classrooms. I also have a strong interest in educational systems because of the different systems I have encountered.
- (4, 16, 9) I don't think it has helped at all. It was so long ago, Montessori has "washed out" of my system.
- (4, 13, 6) My Montessori experience has affected me in group projects, making friends, being able to converse with total strangers and concentrating.
- (4, 13, 3) It has helped me with my math mostly and some reading.
- (4, 12, 3) I understand math more and I can write in cursive.
- (3, 13, 5) I realized after Montessori that regular schools are too slow for me. My parents then discovered a public school with a challenged and gifted program which I've been in ever since.

SUPPLEMENT
THE LAS SURVEYS

The following pages contain the actual surveys used in one or more cycles of the Longitudinal Assessment Study (LAS).

Permission to use them will be given to anyone who (1) has a valid research design and (2) is willing to share all results. For permission, please contact:

Research Director
Franciscan Montessori Earth School
14750 S.E. Clinton
Portland, OR 97236

CHILD'S NAME: _____

FRANCISCAN MONTESSORI EARTH SCHOOL AND ST. FRANCIS ACADEMY

LONGITUDINAL ASSESSMENT STUDY (LAS)

PARENT QUESTIONNAIRE

I thank-you for being a member in the LAS. Please answer these questions; all of them if at all possible. Your and your child's confidentiality are protected by removing the above name after the data is entered into my own office computer.

Today's Date: _____ Child's Birth Date: _____

Gender of Child (circle one): MALE FEMALE

Your relationship to the child (e.g. mother, father, etc.):

Your Marital Status (check one):

____ Married ____ Widowed
____ Separated ____ Unmarried, living together
____ Divorced ____ Single, never married

What is your gross family income, rounded to thousands? This personal question is asked because most studies show a relationship between income and other child development variables. If income is known, however, the effects of income on these other variables can be statistically neutralized.

_____ Thousands

Starting with first grade, how much education, in years, has the Child's mother and father received? Include adult education.

Mother: _____ Years Father: _____ Years

Including preschool, how many school years has this child been in ANY Montessori school?
This is a VITAL question which must be answered!

_____ Years

Please circle one number for each of the following questions.

How easy/hard is it to talk with your child about the school day?

1	2	3	4	5
Very Hard		In-Between		Very Easy

How easy/hard is it to talk with your child about feelings?

1	2	3	4	5
Very Hard		In-Between		Very Easy

How would you rate your child's ability to cooperate with peers?

1	2	3	4	5
Very Poor		In-Between		Very Good

How would you rate your child's ability to cooperate with adults?

1	2	3	4	5
Very Poor		In-Between		Very Good

What is your child's usual school attitude?

1	2	3	4	5
Very Negative		Neutral		Very Positive

Is your child usually a leader or a follower?

1	2	3	4	5
Follower		Even Mix		Leader

How many reminders does your child usually need when there is something s/he needs to do (chores, going somewhere, etc.)?

1	2	3	4	5 or More
---	---	---	---	-----------

How many MINUTES per week does your child do non-paying chores?

_____ Minutes

What is the highest level of education you WANT your child to achieve? (check one):

- High school
- Some college
- Finish college
- Some graduate school
- Finish graduate school (Masters or Doctorate?)

What is the highest level of education you EXPECT your child to achieve? (check one):

- High school
- Some college
- Finish college
- Some graduate school
- Finish graduate school (Masters or Doctorate?)

What single adjective best describes your child?

Please feel free to make additional comments on another sheet.

This section is for FORMER Earth School parents only.

Please attach a PHOTOCOPY (OR FAX TO 631-8642) of your child's most recent achievement test results. A copy is necessary because of the different methods used by different achievement tests to report scores (both the categories and the numbers). I will destroy the copy after I enter the results into my computer.

Please attach a PHOTOCOPY (OR FAX TO 631-8642) of your child's most recent END OF YEAR report card. Again, a copy is necessary due to the different report card contents.

FRANCISCAN MONTESSORI EARTH SCHOOL AND ST. FRANCIS ACADEMY

LONGITUDINAL ASSESSMENT STUDY (LAS)

EXPLANATION FOR FMES TEACHERS

Briefly, the goal of the LAS is to assess the long term effects of a Montessori education on the development of children into adulthood. Assessment occurs once every three years for the planned 18 years of the LAS. The LAS began in 1985, and three assessments have been completed. This is the 10 year follow-up, Cycle 4.

The student completes a 'healthy child' personality measure and a student survey, and the parents and teacher complete brief, three page surveys as well. Families who leave the Earth School are still in the LAS.

The personality measures were carefully chosen for three reasons. First and foremost, they are appropriate for healthy and normal children, youth and adults. Second, there are adult forms of these measures for future assessments. Although some of the scales differ between measures, all are based on the same psychological theory, making them unique in this regard and especially appropriate for long term follow-up assessment. Third, there is good reliability and validity data for these measures.

The report summarizing the first, Cycle 1, assessment has been published by the NAMTA Journal, and Cycle 3 results have been published by ERIC (Education Research Information Clearinghouse, ED 370 679), found in the education reference section of any college library and on-line through many services as well.

The surveys in this envelope are for all LAS students in your class. Each survey should take about 5 minutes to complete. You need not think too long on any one answer, usually your first impression is the one I want.

If you have any questions, feel free to call me at my office. I am Christopher Glenn, Ph.D., and my phone number is 631-8642. You may leave a note in my cubby, but as I am at the school only part time, my response may be delayed.

Please return your surveys to my cubby in the office. Please do your best to complete your surveys in two weeks.

Thank-you.

STUDENT'S NAME: _____

FRANCISCAN MONTESSORI EARTH SCHOOL AND ST. FRANCIS ACADEMY

LONGITUDINAL ASSESSMENT STUDY (LAS)

FMES TEACHER QUESTIONNAIRE

Please answer all of the items below, comparing this student with the other students of the same gender and similar age in your class. Your confidentiality is protected by not entering your name into the data base. The confidentiality of the student is protected by removing his/her name after entering the data into the computer. The student's parents have consented to your participation, and students age 15 and over have given their own consent as well. Please circle the number of your choice for each question.

How many school years have you known this student? _____

In general, how has this student progressed in adjusting to your school or class?

1	2	3	4	5	Unsure
Slowly		Average		Quickly	

What, if any, hearing, speech, or other learning disability problems does this student have?

How well does this student work in groups?

1	2	3	4	5	Unsure
Very Poor		Average		Very Good	

How well does this student work alone?

1	2	3	4	5	Unsure
Very Poor		Average		Very Good	

How easily distracted is this student?

1	2	3	4	5	Unsure
Very Easy To Distract		In Between		Very Hard To Distract	

How able is this student in completing a finished product?

1	2	3	4	5	Unsure
Very Poor		Average		Very Good	

Overall, academically, how would you rate this student?

1	2	3	4	5	Unsure
Very Below Average		Average		Very Above Average	

In which subject does the student perform best and second best?

Subject area of best performance: _____

Subject area of second best performance: _____

How self-confident does this student appear to be?

1	2	3	4	5	Unsure
Very Insecure		Average		Very Confident	

Socially, how able is this student in cooperating with teachers?

1	2	3	4	5	Unsure
Very Poor		Average		Very Good	

In general, how able is this student in cooperating with peers?

1	2	3	4	5	Unsure
Very Poor		Average		Very Good	

How often does s/he exhibit grace and courtesy in dealing with others?

1	2	3	4	5	Unsure
Rarely		Sometimes		Often	

How often does s/he show compassion for others?

1	2	3	4	5	Unsure
Rarely		Sometimes		Often	

In general, how able is s/he in handling stressful situations?

1	2	3	4	5	Unsure
Very Poor		Average		Very Good	

When it is appropriate, how often does s/he show spontaneity?

1	2	3	4	5	Unsure
Rarely		Sometimes		Often	

Compared to other students of the same age and gender, how would you rate this student's self-image?

1	2	3	4	5	Unsure
Very Poor		Average		Very Good	

Overall, for social adjustment, how would you rate this student compared to his/her classmates?

1	2	3	4	5	Unsure
Very Below Average		Average		Very Above Average	

What single adjective best describes this person?

Please make any additional comments here. Use an additional sheet if necessary. Thank-you for your participation!

FRANCISCAN MONTESSORI EARTH SCHOOL AND ST. FRANCIS ACADEMY

LONGITUDINAL ASSESSMENT STUDY (LAS)

EXPLANATION FOR NON-FMES TEACHERS

The student who has given you the attached survey has provided me with written consent for you to release sensitive information about him/her. Your responses will be held in strict confidence, and your responses will not be revealed to the student. Of course, feel free to share your answers with the student if you wish. The survey will take about 10 minutes. A stamped, self-addressed envelope is enclosed.

The student is participating in the Longitudinal Assessment Study (LAS) intended to measure the long-term effects of a Montessori education on the development of children into adulthood. S/he began being tracked while attending the Franciscan Montessori Earth School in Portland, Oregon. The LAS, a nationally recognized unique study, is planned to cover eighteen years, with assessment occurring every three years.

In addition to your information, the student will complete a survey and a 'healthy child' personality measure, and the parents will complete a survey as well.

It is vitally important that you contribute your insight. If you are not able to answer a question, please circle 'unsure.' If you have any questions, I can be reached at (503) 631-8642. If you wish to receive a copy of the research report, please enclose a stamped (55¢, 2 oz.), self-addressed envelope with your returned survey. The report should be completed by June, 1996. Last cycle's results have been published on microfiche by ERIC (ED 370 679), found in the education reference section of any college library and on-line through many services as well.

Thank-you very much for your cooperation.

If you misplace the self-addressed, stamped, return envelope, please return this survey to:

Christopher Glenn, Ph.D.
19376 S. Ridge Road
Oregon City, Oregon 97045

PLEASE RETURN WITHIN ONE WEEK OF RECEIPT.

STUDENT'S NAME: _____

FRANCISCAN MONTESSORI EARTH SCHOOL AND ST. FRANCIS ACADEMY

LONGITUDINAL ASSESSMENT STUDY (LAS)

NON-FMES TEACHER QUESTIONNAIRE

Please answer all of the items below, comparing this student with the other students of the same gender in his/her class. Your confidentiality is protected by not entering your name into the data base. The confidentiality of the student is protected by removing his/her name after entering the data into the computer. The student's parents have consented in writing to your participation. Please circle the number of your choice for each question.

In what type of school do you teach?

- Public
- Private Montessori
- Private Christian
- Home Teaching
- Other (Specify: _____)

What is your relationship to this student?

How many school years have you known this student? _____

In general, how has this student progressed in adjusting to your school or class?

1	2	3	4	5	Unsure
Slowly		Average		Quickly	

What, if any, hearing, speech, or other learning disability problems does this student have?

How well does this student work in groups?

1	2	3	4	5	Unsure
Very Poor		Average		Very Good	

How well does this student work alone?

1	2	3	4	5	Unsure
Very Poor		Average		Very Good	

How easily distracted is this student?

1	2	3	4	5	Unsure
Very Easy To Distract		In Between		Very Hard To Distract	

How able is this student in completing a finished product?

1	2	3	4	5	Unsure
Very Poor		Average		Very Good	

Overall, academically, how would you rate this student compared to his/her classmates?

1	2	3	4	5	Unsure
Very Below Average		Average		Very Above Average	

In which subject does the student perform best and second best?

Subject area of best performance: _____

Subject area of second best performance: _____

How self-confident does this student appear to be?

1	2	3	4	5	Unsure
Very Insecure		Average		Very Confident	

Socially, how able is this student in cooperating with teachers?

1	2	3	4	5	Unsure
Very Poor		Average		Very Good	

In general, how able is this student in cooperating with peers?

1	2	3	4	5	Unsure
Very Poor		Average		Very Good	

How often does s/he exhibit grace and courtesy in dealing with others?

1	2	3	4	5	Unsure
Rarely		Sometimes		Often	

How often does s/he show compassion for others?

1	2	3	4	5	Unsure
Rarely		Sometimes		Often	

In general, how able is s/he in handling stressful situations?

1	2	3	4	5	Unsure
Very Poor		Average		Very Good	

When it is appropriate, how often does s/he show spontaneity?

1	2	3	4	5	Unsure
Rarely		Sometimes		Often	

Compared to other students of the same age and gender, how would you rate this student's self-image?

1	2	3	4	5	Unsure
Very Poor		Average		Very Good	

Overall, for social adjustment, how would you rate this student compared to his/her classmates?

1	2	3	4	5	Unsure
Very Below Average		Average		Very Above Average	

What single adjective best describes this person? _____

Please make any additional comments on the back of this page. Thank-you!

FRANCISCAN MONTESSORI EARTH SCHOOL AND ST. FRANCIS ACADEMY

LONGITUDINAL ASSESSMENT STUDY (LAS)

EXPLANATION FOR COLLEGE PROFESSORS

The student who has given you the attached survey has provided me with written consent for you to release sensitive information about him/her. Your responses will be held in strict confidence, and your responses will not be revealed to the student. Of course, feel free to share your answers with the student if you wish. The survey will take about 10 minutes. A stamped, self-addressed envelope is enclosed.

The student is participating in the Longitudinal Assessment Study (LAS) intended to measure the long-term effects of a Montessori education on the development of children into adulthood. S/he began being tracked while attending the Franciscan Montessori Earth School in Portland, Oregon. The LAS, a nationally recognized unique study, is planned to cover eighteen years, with assessment occurring every three years.

In addition to your information, the student will complete a survey, a 'healthy adult' personality measure, and a vocational preference measure.

It is vitally important that you contribute your insight. If you are not able to answer a question, please circle 'unsure.' If you have any questions, I can be reached at (503) 631-8642. If you wish to receive a copy of the research report, please enclose a stamped (55¢, 2 oz.), self-addressed envelope with your returned survey. The report should be completed by June, 1996. Last cycle's results have been published on microfiche by ERIC (ED 370 679), found in the education reference section of your library and on-line through many services as well.

Thank-you very much for your cooperation.

If you misplace the self-addressed, stamped, return envelope, please return this survey to:

Christopher Glenn, Ph.D.
19376 S. Ridge Road
Oregon City, Oregon 97045

PLEASE RETURN WITHIN ONE WEEK OF RECEIPT.

STUDENT'S NAME: _____

FRANCISCAN MONTESSORI EARTH SCHOOL AND ST. FRANCIS ACADEMY
LONGITUDINAL ASSESSMENT STUDY (LAS)

COLLEGE PROFESSOR QUESTIONNAIRE

Please answer all of the items below, comparing this student with other students of the same level in your college. The student has consented in writing to your participation. Your responses will be confidential, and I will not share your responses with the student. Please circle the number of your choice for each question.

In what type of college do you teach?

___ Public University

___ Private University

___ Community College

___ Other (Specify: _____)

What is your relationship to this student (advisor, instructor, friend, etc.)?

For how many years have you known this student? _____

What experiences, if any, have you had with Montessori education?

How prepared for college was this student when you first met him/her?

1	2	3	4	5	Unsure
Very		Average		Very	
Unprepared				Prepared	

How strong is this student's sense of educational direction (Does s/he have strong educational goals and is striving to reach them)?

1	2	3	4	5	Unsure
Very		Average		Very	
Weak				Strong	

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What level of self-motivation does this student exhibit?

1	2	3	4	5	Unsure
Very Low		Average		Very High	

What is the general maturity level of this student?

1	2	3	4	5	Unsure
Very Low		Average		Very High	

What level of self-confidence does this student usually exhibit?

1	2	3	4	5	Unsure
Very Low		Average		Very High	

How would you rate this student's overall oral skills?

1	2	3	4	5	Unsure
Very Low		Average		Very High	

How would you rate this student's overall written skills?

1	2	3	4	5	Unsure
Very Low		Average		Very High	

How would you rate this student's overall research competence?

1	2	3	4	5	Unsure
Very Low		Average		Very High	

Does this student tend to be goal or process oriented?

1	2	3	4	5	Unsure
Very Goal-Oriented		Even Mix		Very Process-Oriented	

What is this student's capacity for critical thinking?

1	2	3	4	5	Unsure
Very Low		Average		Very High	

How aware of world events does this student seem?

1	2	3	4	5	Unsure
Very Unaware		Average		Very Aware	

How aware of other cultures does this student seem?

1	2	3	4	5	Unsure
Very Unaware		Average		Very Aware	

What level of independent learning does this student exhibit?

1	2	3	4	5	Unsure
Very Low		Average		Very High	

Do you think this student will be a life-long learner?

1	2	3	4	5	Unsure
Strongly No		Average		Strongly Yes	

Overall, on a scale of 0 to 100, where 0 equals the worst student you ever had and 100 equals the best student you have ever had, where would you place this student?

In your own words, please make a brief overall assessment of this student.

YOUR NAME: _____

FRANCISCAN MONTESSORI EARTH SCHOOL AND ST. FRANCIS ACADEMY
LONGITUDINAL ASSESSMENT STUDY (LAS)
FMES STUDENT QUESTIONNAIRE
(UPPER ELEMENTARY EDITION)

I thank-you for being a member in the LAS. Please answer these questions as honestly as you can, or the questionnaire results won't be any good. NO ONE will find out your answers, not your teacher, not your parents. I'll cut your name off the top of this page after I enter the numbers into my own computer, not the one at school. Do your best to answer each question. Thanks again!

What is today's Date? _____

What is your Birth Date? _____

Circle One: Are you: Male or Female ?

For the rest of the questionnaire, please circle one number for each question.

1. Most of the time, how do you feel about school?

1	2	3	4	5
Don't Like It At All	Don't Like It A Little	It's Okay	Like it A Little	Like it A Lot

2. Most of the time, how relaxed or comfortable do you feel with your regular teacher?

1	2	3	4	5
Very Nervous or <u>Un</u> comfortable	Somewhat Nervous	In-Between	Somewhat Relaxed	Very Relaxed or Comfortable

3. Most of the time, does your regular teacher expect too much, just enough, or too little from you?

1	2	3	4	5
Expects Much Too Little	Expects Somewhat Too Little	Expects Just Enough	Expects Somewhat Too Much	Expects Much Too Much

4. Compared to your classmates your age, how long does it take you to finish your work?

1	2	3	4	5
Much More Time	A Little More Time	The Same	A Little Less Time	Much Less Time

5. Compared to your classmates your age, how well can you pay attention to your work when it is noisy?

1	2	3	4	5
Much Worse	A Little Worse	The Same	A Little Better	Much Better

6. Compared to your classmates your age, how good is your finished work?

1	2	3	4	5
Much Worse	A Little Worse	The Same	A Little Better	Much Better

7. Compared to your classmates your age, how easy is it for you to make friends?

1	2	3	4	5
Much Harder	A Little Harder	The Same	A Little Easier	Much Easier

8. In general, how are you at taking tests?

1	2	3	4	5
Very	Somewhat	Average	Somewhat	Very
Poor	Poor		Good	Good

9. In what subject area do you do best?

10. What ONE word or adjective best describes how you feel about school?

11. What ONE word or adjective best describes you?

12. How far do you want to go in school? (check one):

High school

Some college

Finish college

Some graduate school

Finish graduate school

13. What is the best job you hope for or dream about getting?

14. List every chore you do around the house and about how many minutes each chore takes per week. If you do any chores less than once a week, list them and say how often you do them and how many minutes each takes.

CHORE

NUMBER OF MINUTES
PER WEEK TO DO CHORE

YOUR NAME: _____

FRANCISCAN MONTESSORI EARTH SCHOOL AND ST. FRANCIS ACADEMY
LONGITUDINAL ASSESSMENT STUDY (LAS)
FORMER FMES STUDENT QUESTIONNAIRE
(UPPER ELEMENTARY EDITION)

I thank-you for being a member in the LAS. Please answer these questions as honestly as you can, or the questionnaire results won't be any good. NO ONE will find out your answers, not your teacher, not your parents. I'll cut your name off the top of this page after I enter the numbers into my own computer, not the one at school. Do your best to answer each question. Thanks again!

What is today's Date? _____

What is your Birth Date? _____

Circle One: Are you: Male or Female ?

For the rest of the questionnaire, please circle one number for each question.

1. Most of the time, how do you feel about school?

1	2	3	4	5
Don't Like It At All	Don't Like It A Little	It's Okay	Like it A Little	Like it A Lot

2. Most of the time, how relaxed or comfortable do you feel with your regular teacher?

1	2	3	4	5
Very Nervous or <u>Un</u> comfortable	Somewhat Nervous	In-Between	Somewhat Relaxed	Very Relaxed or Comfortable

3. Most of the time, does your regular teacher expect too much, just enough, or too little from you?

1	2	3	4	5
Expects Much Too Little	Expects Somewhat Too Little	Expects Just Enough	Expects Somewhat Too Much	Expects Much Too Much

4. Compared to your classmates your age, how long does it take you to finish your work?

1	2	3	4	5
Much	A Little	The	A Little	Much
More Time	More Time	Same	Less Time	Less Time

5. Compared to your classmates your age, how well can you pay attention to your work when it is noisy?

1	2	3	4	5
Much	A Little	The	A Little	Much
Worse	Worse	Same	Better	Better

6. Compared to your classmates your age, how good is your finished work?

1	2	3	4	5
Much	A Little	The	A Little	Much
Worse	Worse	Same	Better	Better

7. Compared to your classmates your age, how easy is it for you to make friends?

1	2	3	4	5
Much	A Little	The	A Little	Much
Harder	Harder	Same	Easier	Easier

8. In general, how are you at taking tests?

1	2	3	4	5
Very	Somewhat	Average	Somewhat	Very
Poor	Poor		Good	Good

9. In what subject area do you do best?

10. What ONE word or adjective best describes how you feel about school?

11. What ONE word or adjective best describes you?

Below is a list of four types of tests. How are you at taking each of these different kinds of tests? If you are not sure what one kind of test is, ask your parent to explain it to you.

12. True & False:

0	1	2	3	4	5
I Never Took One	I Do Very Poorly	Somewhat Poorly	I Do Okay	Somewhat Well	I Do Very Well

13. Multiple Choice:

0	1	2	3	4	5
I Never Took One	I Do Very Poorly	Somewhat Poorly	I Do Okay	Somewhat Well	I Do Very Well

14. Fill in the Blank:

0	1	2	3	4	5
I Never Took One	I Do Very Poorly	Somewhat Poorly	I Do Okay	Somewhat Well	I Do Very Well

15. Essay and Complete Sentence:

0	1	2	3	4	5
I Never Took One	I Do Very Poorly	Somewhat Poorly	I Do Okay	Somewhat Well	I Do Very Well

16. How far do you want to go in school? (check one):

High school

Some college

Finish college

Some graduate school

Finish graduate school

17. What is the best job you hope for or dream about getting?

18. List every chore you do around the house and about how many minutes each chore takes per week. If you do any chores less than once a week, list them and say how often you do them and how many minutes each takes.

<u>CHORE</u>	<u>NUMBER OF MINUTES PER WEEK TO DO CHORE</u>
--------------	---

YOUR NAME: _____

FRANCISCAN MONTESSORI EARTH SCHOOL AND ST. FRANCIS ACADEMY
LONGITUDINAL ASSESSMENT STUDY (LAS)
FMES STUDENT QUESTIONNAIRE
(JUNIOR AND HIGH SCHOOL EDITION)

I thank-you for being a member in the LAS. Please answer these questions as honestly as you can, or the questionnaire results won't be any good. NO ONE will find out your answers, not your teacher, not your parents. I'll cut your name off the top of this page after I enter the numbers into my own computer, not the one at school. Do your best to answer each question. Thanks again!

What is today's Date? _____

What is your Birth Date? _____

Circle One: Are you: Male or Female ?

For the rest of the questionnaire, please circle one number for each question.

1. Most of the time, how do you feel about school?

1	2	3	4	5
Don't Like It At All	Don't Like It A Little	It's Okay	Like it A Little	Like it A Lot

2. Most of the time, how relaxed or comfortable do you feel with your regular teacher?

1	2	3	4	5
Very Nervous or <u>Un</u> comfortable	Somewhat Nervous	In-Between	Somewhat Relaxed	Very Relaxed or Comfortable

3. Most of the time, does your regular teacher expect too much, just enough, or too little from you?

1	2	3	4	5
Expects Much Too Little	Expects Somewhat Too Little	Expects Just Enough	Expects Somewhat Too Much	Expects Much Too Much

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4. Compared to your classmates your age, how long does it take you to finish your work?

1	2	3	4	5
Much More Time	A Little More Time	The Same	A Little Less Time	Much Less Time

5. Compared to your classmates your age, how well can you pay attention to your work when it is noisy?

1	2	3	4	5
Much Worse	A Little Worse	The Same	A Little Better	Much Better

6. Compared to your classmates your age, how good is your finished work?

1	2	3	4	5
Much Worse	A Little Worse	The Same	A Little Better	Much Better

7. Compared to your classmates your age, how easy is it for you to make friends?

1	2	3	4	5
Much Harder	A Little Harder	The Same	A Little Easier	Much Easier

8. In general, how are you at taking tests?

1	2	3	4	5
Very Poor	Somewhat Poor	Average	Somewhat Good	Very Good

9. In what subject area do you do best?

10. What ONE word or adjective best describes how you feel about school?

11. What ONE word or adjective best describes you?

12. How far do you want to go in school? (check one):

High school

Some college

Finish college

Some graduate school

Finish graduate school

13. What is the best job you hope for or dream about getting?

14. In a few words, how has your Montessori experience affected who you are today?

15. List every chore you do around the house and about how many minutes each chore takes per week. If you do any chores less than once a week, list them and say how often you do them and how many minutes each takes.

<u>CHORE</u>	<u>NUMBER OF MINUTES PER WEEK TO DO CHORE</u>
--------------	---

YOUR NAME: _____

FRANCISCAN MONTESSORI EARTH SCHOOL AND ST. FRANCIS ACADEMY
LONGITUDINAL ASSESSMENT STUDY (LAS)
FORMER FMES STUDENT QUESTIONNAIRE
(JUNIOR AND HIGH SCHOOL EDITION)

I thank-you for being a member in the LAS. Please answer these questions as honestly as you can, or the questionnaire results won't be any good. NO ONE will find out your answers, not your teacher, not your parents. I'll cut your name off the top of this page after I enter the numbers into my own computer, not the one at school. Do your best to answer each question. Thanks again!

What is today's Date? _____

What is your Birth Date? _____

Circle One: Are you: Male or Female ?

For the rest of the questionnaire, please circle one number for each question.

1. Most of the time, how do you feel about school?

1	2	3	4	5
Don't Like It At All	Don't Like It A Little	It's Okay	Like it A Little	Like it A Lot

2. Most of the time, how relaxed or comfortable do you feel with your regular teacher?

1	2	3	4	5
Very Nervous or <u>Un</u> comfortable	Somewhat Nervous	In-Between	Somewhat Relaxed	Very Relaxed or Comfortable

3. Most of the time, does your regular teacher expect too much, just enough, or too little from you?

1	2	3	4	5
Expects Much Too Little	Expects Somewhat Too Little	Expects Just Enough	Expects Somewhat Too Much	Expects Much Too Much

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4. Compared to your classmates your age, how long does it take you to finish your work?

1	2	3	4	5
Much More Time	A Little More Time	The Same	A Little Less Time	Much Less Time

5. Compared to your classmates your age, how well can you pay attention to your work when it is noisy?

1	2	3	4	5
Much Worse	A Little Worse	The Same	A Little Better	Much Better

6. Compared to your classmates your age, how good is your finished work?

1	2	3	4	5
Much Worse	A Little Worse	The Same	A Little Better	Much Better

7. Compared to your classmates your age, how easy is it for you to make friends?

1	2	3	4	5
Much Harder	A Little Harder	The Same	A Little Easier	Much Easier

8. In general, how are you at taking tests?

1	2	3	4	5
Very Poor	Somewhat Poor	Average	Somewhat Good	Very Good

9. In what subject area do you do best?

10. What ONE word or adjective best describes how you feel about school?

11. What ONE word or adjective best describes you?

Below is a list of four types of tests. How are you at taking each of these different kinds of tests? If you are not sure what one kind of test is, ask your parent to explain it to you.

12. True & False:

0	1	2	3	4	5
I Never Took One	I Do Very Poorly	Somewhat Poorly	I Do Okay	Somewhat Well	I Do Very Well

13. Multiple Choice:

0	1	2	3	4	5
I Never Took One	I Do Very Poorly	Somewhat Poorly	I Do Okay	Somewhat Well	I Do Very Well

14. Fill in the Blank:

0	1	2	3	4	5
I Never Took One	I Do Very Poorly	Somewhat Poorly	I Do Okay	Somewhat Well	I Do Very Well

15. Essay and Complete Sentence:

0	1	2	3	4	5
I Never Took One	I Do Very Poorly	Somewhat Poorly	I Do Okay	Somewhat Well	I Do Very Well

16. How far do you want to go in school? (check one):

- High school
- Some college
- Finish college
- Some graduate school
- Finish graduate school

17. What is the best job you hope for or dream about getting?

18. In a few words, how has your Montessori experience affected who you are today?

19. List every chore you do around the house and about how many minutes each chore takes per week. If you do any chores less than once a week, list them and say how often you do them and how many minutes each takes. Please complete this question on the back of this page if necessary.

CHORE

NUMBER OF MINUTES
PER WEEK TO DO CHORE

YOUR NAME: _____

FRANCISCAN MONTESSORI EARTH SCHOOL AND ST. FRANCIS ACADEMY
LONGITUDINAL ASSESSMENT STUDY (LAS)
FORMER FMES STUDENT QUESTIONNAIRE
(COLLEGE AND WORK EDITION)

I thank-you for being a member in the LAS. Please answer these questions as honestly as you can, or the questionnaire results won't be any good. NO ONE will find out your answers. I'll cut your name off the top of this page after I enter the numbers into my own office computer. Do your best to answer each question. Thanks again!

Today's Date: _____

Your Birth Date: _____

How many years of Montessori education have you had?

Your Gender: Male or Female

IMPORTANT
Please include copies if available
(or fax to 631-8642) of:
1. SAT or other college entrance test
2. Recent college transcript

For the rest of the questionnaire, please circle one number for each question. If you are not currently in college, please skip to question #15.

Please list your college, year, and major if you have one.

1. Most of the time, how do you feel about college?

1	2	3	4	5
Don't Like It At All	Don't Like It A Little	It's Okay	Like it A Little	Like it A Lot

2. Most of the time, how relaxed or comfortable do you feel with your 'average' professor?

1	2	3	4	5
Very Nervous or <u>Un</u> comfortable	Somewhat Nervous	In-Between	Somewhat Relaxed	Very Relaxed or Comfortable

3. Most of the time, do your professors expect too much, just enough, or too little from you?

1	2	3	4	5
Expects Much Too Little	Expects Somewhat Too Little	Expects Just Enough	Expects Somewhat Too Much	Expects Much Too Much

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4. Compared to your classmates, how long does it take you to finish your work?

1	2	3	4	5
Much	A Little	The	A Little	Much
More Time	More Time	Same	Less Time	Less Time

5. Compared to your classmates, how well can you pay attention to your work when it is noisy?

1	2	3	4	5
Much	A Little	The	A Little	Much
Worse	Worse	Same	Better	Better

6. Compared to your classmates, how good is your finished work?

1	2	3	4	5
Much	A Little	The	A Little	Much
Worse	Worse	Same	Better	Better

7. Compared to your classmates, how easy is it for you to make friends?

1	2	3	4	5
Much	A Little	The	A Little	Much
Harder	Harder	Same	Easier	Easier

8. In general, how are you at taking tests?

1	2	3	4	5
Very	Somewhat	Average	Somewhat	Very
Poor	Poor		Good	Good

9. In what subject area do you do best?

10. What ONE word or adjective best describes how you feel about school?

How are you at taking each of these four different kinds of tests?

11. True & False:

0	1	2	3	4	5
I Never Took One	I Do Very Poorly	Somewhat Poorly	I Do Okay	Somewhat Well	I Do Very Well

12. Multiple Choice:

0	1	2	3	4	5
I Never Took One	I Do Very Poorly	Somewhat Poorly	I Do Okay	Somewhat Well	I Do Very Well

13. Fill in the Blank:

0	1	2	3	4	5
I Never Took One	I Do Very Poorly	Somewhat Poorly	I Do Okay	Somewhat Well	I Do Very Well

14. Essay and Complete Sentence:

0	1	2	3	4	5
I Never Took One	I Do Very Poorly	Somewhat Poorly	I Do Okay	Somewhat Well	I Do Very Well

15. How far do you want to go in school? (check one):

High school

Some college

Finish college

Some graduate school

Finish graduate school (Circle one: Masters or Doctorate?)

16 What ONE word or adjective best describes you?

17. What is the best job you hope for or dream about getting?

If you do not have a job, please skip to question #21.

18. What is your job?

19. How many hours do you work in an average week?

20. How would your employer or boss rate you in these four areas:

A. How often does this employee show initiative when appropriate?

1	2	3	4	5
Never	Rarely	Half the Time	Usually	Always

B. Is this employee on time?

1	2	3	4	5
Never	Rarely	Half the Time	Usually	Always

C. What is the usual appearance of this employee?

1	2	3	4	5
Very Sloppy	Somewhat Sloppy	Even Mix	Somewhat Neat	Very Neat

D. Overall, what is this employee's quality of work?

1	2	3	4	5
Very Poor	Somewhat Poor	Average	Somewhat Good	Very Good

Which would you rather do:

21. Talk with friends about college or work or talk with friends about feelings?

1	2	3	4	5
Talk About College/Work		Both Equal		Talk About Feelings

22. Do something alone or do something in a group?

1	2	3	4	5
Alone		Both Equal		In a Group

23. Do something with a group of 2 or 3 people or do something with a larger group?

1	2	3	4	5
2-3 People		Both Equal		Larger Group

24. Go to school or go to work?

1	2	3	4	5
School		Both Equal		Work

25. Are your friends usually younger, older, or about the same age as you are?

1	2	3	4	5
Younger		Same Age		Older

26. Do you consider yourself to be a follower or a leader?

1	2	3	4	5
Follower		Both Equal		Leader

27. When it comes to work or school, how self-motivated are you to get things done?

1	2	3	4	5
Low Motivation		Medium Motivation		High Motivation

28. Do you tend to prefer a slow or fast pace of life?

1	2	3	4	5
Slow		Both Equal		Fast

29. Do you tend to feel uncomfortable or comfortable with uncertainty or ambiguity?

1	2	3	4	5
Uncomfortable		Both Equal		Comfortable

30. Are you more of a career or family person?

1	2	3	4	5
Career		Both Equal		Family

31. Your Marital Status (check one):

Married Widowed

Separated Unmarried, living together

Divorced Single, never married

32. In a few words, how has your Montessori experience affected who you are today?

PLEASE REMEMBER:

Please include photocopies, if available, (or fax to 631-8642) of:

1. SAT or other college entrance test
2. Recent college transcript



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Signature: <i>CMG</i>	Position: <i>Consultant to:</i>
Printed Name: <i>Christopher M. Glenn, Ph.D.</i>	Organization: <i>Francisco Montessori Earth School</i>
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