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From the Editor

Welcome to the second decade of the *Journal of Montessori Research*. This issue features articles about two important research studies as well as a review of three excellent doctoral dissertations.

In the first article, David Fleming, TJ Robertson, and Josebell Rivadeneira Cevallos report on their study examining the relationship between school choice, segregation, and the Montessori model. This study provides a baseline for evaluating current efforts to improve accessibility and inclusivity in Montessori schools nationwide.

In the second article, Sharon Damore and Barbara Stacy Rieckhoff explore the impact and relevance of the use of case studies as a teaching and learning tool in Montessori leadership programs. The authors find certain elements of case studies enhance learning theory and serve as springboards to practice, suggesting reflection is key and that content specific to Montessori settings may further support the usefulness and effectiveness of case studies.

Joel Parham, Katie Keller Wood, and Claudine Campanelli authored the third annual review of a selection of the previous year's English-language dissertations related to Montessori philosophy and education. The review highlights three dissertations among 21 completed during the 2024 calendar year. The authors identify that prevalent themes in last year's field of 21 include (a) practices of Montessori educators, (b) teacher training, (c) public Montessori, and (d) reading development and aptitude.

I hope you enjoy this issue and invite you to look forward to the fall issue, which is shaping up to be excellent.

Sincerely,



Angela K. Murray, PhD
Editor, *Journal of Montessori Research*
Director, [Center for Learner Agency Research and Action \(CLARA\)](#)
Chair, AERA Montessori Education SIG

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