

May 2026

From the Editor

I am pleased to share another informative issue of the *Journal of Montessori Research*. In addition to full-length research articles, this spring issue includes the annual compilation of dissertations completed in the previous calendar year as well as a book review of an important new volume for the field.

First, Shannon Manley has authored “A critical review of evidence-based literacy instruction in Montessori classrooms.” Manley synthesizes existing literature to examine how Montessori classrooms cultivate foundational reading skills—including phonological awareness, decoding, vocabulary, and comprehension.

Second, with another study from the Netherlands, researchers Jaap de Brouwer, Lida T. Klaver, Patrick H. M. Sins, and Symen van der Zee build upon instruments designed to measure Montessori implementation with further investigation of validity evidence on the Dutch Teacher Questionnaires for Montessori Practices Revisited (D-TQMP-Rs).

The fourth annual review of the previous calendar year’s English-language dissertations related to Montessori education takes a different approach this year. The article covers 18 dissertations with a high-level analysis of topics addressed, along with an annotated bibliography that includes reprints of abstracts for all dissertations identified through an extensive database search.

The final article in this issue is Katie Kitchens and Colleen Wilkinson’s book review of *Trauma-Informed Practice in Montessori Classrooms: An Essential Guide for Students and Teachers* (Rutledge, 2024) by authors Bernadette Phillips, Catriona O’Toole, Sinéad McGilloway, and Stephen Phillips.

With four excellent manuscripts currently under consideration for the next issue, stay tuned for another powerful edition this fall.

Sincerely,



Angela K. Murray, PhD
Editor, *Journal of Montessori Research*
Chair, AERA Montessori Education SIG

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