November 2026

# From the Editor

The *Journal of Montessori Research* (*JMR*) has achieved the impressive milestone of having more than 20 manuscripts under consideration at one time. The larger number of manuscripts has resulted in the largest-ever issue this fall with five informative articles, which are introduced below. I am also announcing an artificial intelligence (AI) policy for *JMR* developed in collaboration with the University of Kansas Libraries. This policy is available on the *JMR* website and is consistent with other OJS journals similarly managed by the university.

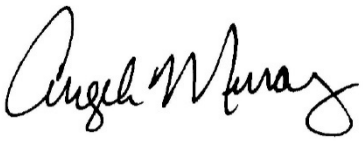
I am pleased to introduce the five outstanding articles in this issue:

- In "Montessori Adaptations: Case Studies of Application and Access" by Mira Debs, myself, and Lisa Kuh, my colleagues and I explore adaptations of Montessori education around the world designed to serve larger populations of students in a wider variety of learning contexts than can be served by fully implemented Montessori programs.
- In another article examining international adoption of Montessori education, "Why Montessori Did Not Take Root in Portugal—or Did It? Selective Reception, Curricular Convergence, and Pedagogical Invisibility," Joana Alves da Cunha describes Montessori history in Portugal as a unique case of "educational borrowing" and "institutionalization" of the approach.
- In "The Prepared Adult and Trauma-Informed Practice in Montessori Education," Meghan Anson examines how credentialed educators understand and enact trauma-informed principles within Montessori classrooms, finding adaptation is one of many ways practitioners respond to needs of students with history of trauma.
- Matej Slováček's "Stimulating and Developmentally Supportive Practices in Early Childhood Education: A Multiple-Case Study" examines truly adapted educational intervention sessions, designed according to Montessori principles, in non-Montessori contexts and finds qualitative changes in a variety of outcomes.
- The final article, by Caroline E. Robbins, "Teacher Evaluation in Public Montessori Education: A Selected Literature Review" concludes that evaluation systems for public Montessori teachers could benefit from applying self-determination theory constructs of autonomy, competence, and relatedness, and enhancing the pedagogical alignment of teacher evaluation systems within Montessori practice.

I hope you enjoy reading more about each of these topics in the full articles featured in this issue.

While the number of manuscripts under consideration is exciting, it also requires managing many authors and reviewers simultaneously, resulting in extended timelines for consideration. Your patience is very much appreciated if you are one of those authors whose article is currently under consideration. It also means we are in greater need of willing reviewers with updated reviewing interests on file. Reviewers are required to have a terminal degree in their field, so typically a doctorate-level degree, which would be a PhD or EdD in education. Of course, terminal degrees in other related fields are encouraged as well. Please register as a reviewer if you are not already, and update your bio and reviewing interests to help support the ongoing work of the journal.

Sincerely,



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

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