

Montessori Coaching Tool

Elementary Rubric

MCT-EL Rubric

Successful Montessori teaching requires the development of specific skills and competencies that reflect quality practice. Designed as a self-reflection tool for early career teachers, the Montessori Coaching Tool Elementary Rubric (MCT-EL) describes the proficiencies that potentially make up this skill set at the elementary level, and outlines how these abilities might develop over time. While the rubric was initially based on Montessori and expert writings, developer research and experience, and well-documented practices, input from a highly experienced group of Montessori teacher educators was used to substantially improve the tool. The expert feedback made it possible to identify areas of consensus, and to develop the rubric into a comprehensive framework of Montessori elementary teaching expectations. While further research is planned to validate the tool in practice, the MCT-EL Rubric is being made available here to support teacher self-reflection, formative feedback, and the mentoring conversations that occur between early career Montessori elementary teachers and Montessori coaches.

Components of Practice

Classroom Leadership		Presentations	
Awareness <ul style="list-style-type: none"> Positions for overview Scans the room Listens to monitor activity Balances other adults Prioritizes assistance Manages whole group activities 	Guidance <ul style="list-style-type: none"> Promotes freedom with responsibility Upholds rules and procedures Facilitates self-correction Is nonjudgmental Monitors redirection for effectiveness Collaborates with classroom assistant 	Organization <ul style="list-style-type: none"> Selects suitable lessons Prepares lessons in advance Makes needed materials available Places materials appropriately Engages in curriculum planning Supports quiet and active pursuits 	Delivery <ul style="list-style-type: none"> Uses accurate, limited language Uses accurate movements Lessons are interactive Lessons stay on topic Modifies lesson pacing Connects with children Checks for understanding Supports children who are challenged Encourages follow-up activity
Montessori Philosophy		Social/Emotional Environment	
Choice <ul style="list-style-type: none"> Fosters choice with lessons Supports productive work choice Facilitates choice through procedures Promotes choice with material availability 	Independence <ul style="list-style-type: none"> Supports self-reliance Promotes accountability Maintains high work expectations Facilitates productive activity Emphasizes careful material handling 	Observation <ul style="list-style-type: none"> Records observations Uses recorded observations Observes objectively Records and analyzes objectively 	Atmosphere <ul style="list-style-type: none"> Presents the Great Stories Encourages coactivity Supports group work Supports conflict resolution Builds community Nurtures creative expression Provides experiences with nature Maintains an acceptable noise level
			Sensitivity <ul style="list-style-type: none"> Is responsive to feelings Handles embarrassment constructively Adapts activities of interest Values children's work spaces Addresses implicit bias Supports social justice goals
Montessori Methods		Professional Behavior	
Instruction <ul style="list-style-type: none"> Gives lessons across the curriculum Uses small & flexible groupings Instructs with enthusiasm Excites interest Facilitates research Honors self-correction Adapts public school requirements Integrates technology 	Environment <ul style="list-style-type: none"> Maintains the classroom Maintains materials Prepares the environment Organizes the classroom Attends to aesthetics Promotes safety Promotes health Provides educational differentiation 	Demeanor <ul style="list-style-type: none"> Listens carefully Dresses professionally Maintains a positive attitude Respects children's personal space Provides appropriate feedback Connects with each child Fosters home and school partnerships 	Development <ul style="list-style-type: none"> Shows professional commitment Wants to improve professionally Practices self-care Engages in professional development

Montessori Coaching Tool – Elementary Rubric

I. Classroom Leadership

A. Awareness	Unaware	Beginning	Developing	Maturing
1. Positions for overview Facilitates overview by positioning with the back toward a wall.	At times positioning enables overview of half the classroom or less.	Usually avoids facing a wall or shelf during lessons.	Back is toward a wall while observing and during most lessons.	Consistently positions with the back to a wall, near room edges.
2. Scans the room Scans as needed to maintain classroom awareness.	Only occasionally looks up or around the classroom.	Begins to scan the room between lessons.	More consistently looks up and around during lessons.	Incorporates room scans into and between lessons as needed for overview.
3. Listens to monitor activity Listens to discreetly monitor children's activity.	Remains occupied after loud or unusual sounds are made.	Turns toward loud sounds.	Turns toward unusual sounds.	Notices and responds to sounds suggesting unsafe or disruptive behavior.
4. Balances other adults Works together with other adults to safeguard the classroom.	Has limited overview when other adults teach/leave the room.	Is becoming aware when other adults are teaching or have left the room.	Begins to position away from other adults and for 'one up, one down'.	Repositions to balance other adults, and checks in with them verbally or non-verbally.
5. Prioritizes assistance Bases assistance on whole class awareness.	Approaches to assist prior to observing or looking around.	Notices assistance is needed by nearby children and approaches.	Monitors children within 15 feet; moves from one group to the next.	Usually scans the room before determining where to assist.
6. Manages whole group activities Carefully selected whole group activities are well run, short and enjoyable.	Continues a whole group activity despite children's diverted attention.	Maintains the group's attention while reading a story, singing, etc.	Attains attention prior to a group activity and holds attention for at least 10 minutes.	Can lead the whole group for at least 15 minutes regaining attention as needed.
B. Guidance	Unaware	Beginning	Developing	Maturing
1. Promotes freedom with responsibility Helps each child balance freedom with responsibility.	At times is overly permissive or more restrictive than necessary.	With children, clearly defines freedoms and responsibilities.	Expands freedoms offered with demonstrated responsibility.	Assesses if expectations for each child are too restrictive or permissive.
2. Upholds rules and procedures Rules and procedures are effectively and impartially communicated and supported.	Inconsistently supports rule and procedure compliance.	Gives grace and courtesy lessons and begins to uphold rules and procedures.	Refers to established limits when addressing unfavorable actions.	Responds to unfavorable actions promptly, fairly and consistently.
3. Facilitates self-correction Enables self-correction with prompts and problem solving while avoiding power struggles.	Occasionally nags or motivates unconstructively, e.g. "No..." "That's wrong", "Shhh", "You need to..."	States what to do rather than negative directives, e.g. "walk" instead of "don't run".	Questions and points things out in a matter of fact way, e.g. "Is that your pencil?" "I notice..."	Redirects nonverbally with facial expressions and gestures.
4. Is nonjudgmental Draws non-judgmental conclusions based on factual information.	Some conclusions about behavior are made as snap judgments or assumptions.	Uses observation to help ground conclusions in fact.	Uses open-ended questions to draw factual conclusions, e.g. "Tell me about..."	Checks in and problem solves with children to jointly form accurate conclusions.
5. Monitors redirection for effectiveness Dependably and productively monitors redirection.	Provides redirection then focuses attention elsewhere.	Begins to observe a child's response after redirection.	More consistently assesses if redirection has been effective.	Impartially monitors redirection encouraging compliance when needed.
6. Collaborates with classroom assistant Builds a trusting, collaborative relationship with the classroom assistant.	Is inconsistent in support or direction provided to the assistant.	Clarifies the assistant's responsibilities and reasons behind classroom practices.	Begins to provide the assistant with ongoing communication and constructive guidance.	Consults with the assistant to share, plan and address issues.

II. Montessori Philosophy

A. Choice	Unaware	Beginning	Developing	Maturing
1. Fosters choice with lessons Offers many optional, small group lessons to facilitate choice.	Lessons tend to be required or given to individuals.	Invites children to participate in lessons.	Gives many small group lessons that pique children's interests.	Helps children develop work plans with lessons inspiring productive work.
2. Supports productive work choice Establishes systems to help children select suitable activities.	Occasionally motivates activity choice with an incentive or disincentive.	Alternately selects work and offers choice for a child unable to choose.	Models weighing pros and cons of choices; increases options as ability to choose develops.	Strategically groups and pairs children to help stimulate activity selection.
3. Facilitates choice through procedures Enacts procedures supporting every day decision-making opportunities.	Decisions are sometimes made that children could have made themselves.	Children choose their seating, work partners, snack time, etc.	Children organize their time during a 3-hr uninterrupted work period.	Children engage in community decision-making and problem solving.
4. Promotes choice with material availability Supports productive choice with a full range of Montessori elementary materials.	Montessori materials are limited or misaligned with children's ability and needs.	Makes age-appropriate manipulative and timeline/chart materials available.	Makes experiment, follow-up and large timeline making materials available.	Regularly rotates materials, books and resources to meet children's interests and needs.
B. Independence	Unaware	Beginning	Developing	Maturing
1. Supports self-reliance Recognizes when children need help or can do activities themselves.	Occasionally completes work, helps or tells what to do when not needed.	Observes before offering assistance.	Asks problem solving questions when children face difficulties.	Monitors activity discreetly, assists briefly and checks back in as needed.
2. Promotes accountability Supports each child's activity goals with work journals and conferences.	Has yet to use work journals and conferences to support accountability.	Helps children maintain work journals and understand why doing so is important.	Meets regularly 1-on-1 with children to review journals and plan activities.	Monitors agreed-on goals and mutually creates solutions when plans fall short.
3. Maintains high work expectations Holds the expectation that meaningful work will be done by all.	At times praises and recognizes children for simple tasks.	Conveys the expectation that productive work must be done.	Uses challenging but achievable activities to uphold high expectations.	Uses self-reflection to assess if expectations are held without bias or prejudice.
4. Facilitates productive activity Establishes systems to help assure productive use of time.	Tends to allow unproductive activity to continue.	Begins to recognize when time is not being used constructively.	Observes, identifies and begins to address reasons behind unproductive activity.	Confers with children and strategizes together to address unproductive use of time.
5. Emphasizes careful material handling Supports careful material retrieval, use and replacement.	Misses when 2 materials are carried, or are used in an unsafe or damaging way.	Models appropriate handling of materials.	Reviews how to carry materials when needed.	Consistently addresses when materials aren't used, carried or returned properly.
C. Observation	Unaware	Beginning	Developing	Maturing
1. Records observations Records observations daily using an efficient record keeping system.	Primarily keeps a mental record of lessons given and children's activities.	Records observations at least several times a week.	Records observations everyday and begins to use a record keeping system.	Records lessons right after they're given using an efficient record keeping system.
2. Uses recorded observations Utilizes observations to plan, set goals, modify the classroom and create reports.	Uses recollection to plan lessons and modify the classroom.	Begins to review notes for lesson planning purposes.	Uses recorded observations to plan lessons and adjust the environment.	Uses notes for student goal setting and to generate reports.
3. Observes objectively Observes and describes behavior objectively without evaluation or attribute.	Perceives some behavior subjectively by evaluating or attributing cause.	Begins to describe behavior factually, e.g. <i>The boy throws the hat quickly.</i>	Describes behavior without evaluation, e.g. <i>The girl talks loudly, rather than The girl is rude.</i>	Describes behavior without attributing cause, e.g., <i>The girl cries, rather than The girl is sad.</i>
4. Records and analyzes objectively Records impartially and draws factually based conclusions grounded in theory.	Periodically draws behavioral conclusions based on past experiences.	While note taking avoids labels and absolutes, e.g. needy, gifted; never, always, every.	Can record what is said and done in a play-by-play manner.	Begins to use developmental theory to interpret recorded behavior patterns.

III. Montessori Methods

A. Instruction	Unaware	Beginning	Developing	Maturing
1. Gives lessons across the curriculum Each week, 5-8 daily lessons are given across curriculum areas.	1 or 2 lessons are given each day.	At least 12 Montessori lessons are given each week.	At least 3 lessons in different curriculum areas are given each day.	At least 5 lessons in a variety of curriculum areas are given each day.
2. Uses small and flexible groupings Uses small, non-static lesson groupings diverse across ages, genders and abilities.	Regularly gives lessons to 7 or more children.	Most lessons given with 2 to 6 children.	Lessons aren't repeated with multiple groups on the same day.	Initiates flexible grouping and invites an interested child to join.
3. Instructs with enthusiasm Teaches with enthusiasm, enjoyment and a sense of wonder.	Sometimes appears indifferent or uncomfortable during lessons.	Is curious and eager to learn with children.	Suggests and presents activities with enthusiasm.	Shares children's excitement in discovery and learning.
4. Excites interest Arouses interest with practices geared to 2 nd plane characteristics.	Lessons consist primarily of material use instruction or directional statements.	Uses storytelling and fondness for heroes and the extraordinary to foster interest.	Facilitates 'big work', and the study of etymology and calligraphy.	Facilitates 'going out' and service learning.
5. Facilitates research Provides time, motivation, instruction and resources essential for in-depth research.	Classroom activity focuses on materials and basic follow up exercises.	Limits the amount of information given to encourage child inquiry.	Facilitates self-initiated projects with sufficient time and how-to lessons.	Uses questioning and resource availability to spur further investigation.
6. Honors self-correction Uses control of error and reflection to foster learning from mistakes.	Inspects or corrects each child's finished work.	Assures activities have a control of error; has a respectful attitude toward mistakes.	Guides children in seeing, reflecting on and correcting errors themselves.	Helps children provide one another with constructive feedback.
7. Adapts public school requirements Adapts auxiliary public school content to children's needs, interests and abilities.	Presents public school content in a public school manner.	Posts the public school curriculum, and lessons incorporate public school terminology.	Public school lessons are short, hands-on and collaborative.	Required additional public school lessons resemble Montessori presentations.
8. Integrates technology Integrates technologies that complement the curriculum and develop digital fluency.	Is reluctant or has yet to incorporate technologies in the classroom.	Sets technology use guidelines, and teaches basic skills, e.g. key-boarding.	Introduces productivity tools for completing projects, e.g. word processing, graphs.	Introduces digital tools to foster exploration, discovery, collaboration and creativity.
B. Environment	Unaware	Beginning	Developing	Maturing
1. Maintains the classroom Supports children's ownership of classroom maintenance.	Establishes room care procedures with little or no input from children.	Helps children devise and implement a room care system.	Models and monitors care of the environment.	Helps children maintain order during large, messy projects.
2. Maintains materials Assures materials are clean, complete and in good working order.	Some classroom materials are poorly functioning, incomplete, damaged or dirty.	Begins to monitor materials for cleanliness and completeness.	Makes sure materials are in good repair.	Mends and returns damaged or incomplete materials in a timely manner.
3. Prepares the environment Prepares and modifies the classroom based on children's needs.	Maintains the classroom as it is, rarely making a change.	Assures the classroom is appropriately set up each day.	Begins to implement classroom changes to meet children's needs.	Regularly adds/removes materials or resources to support children's progress.
4. Organizes the classroom Maintains an orderly, uncluttered environment.	Some materials have been placed haphazardly on shelves.	Avoids over-crowded shelves and adding extraneous materials.	Maintains easy access to materials and logical material groupings.	Accommodates evolving activities and projects; de-clutters as needed.
5. Attends to aesthetics Maintains an aesthetically pleasing environment.	Some areas are heavily decorated, or commercial décor is prominent.	Beautifies the classroom with simple decorations and items from nature.	Regularly exhibits and rotates children's displays and artwork.	Consciously uses color, textures, plants, etc. to invoke warmth and beauty.
6. Promotes safety Encourages safety in and out of the classroom.	One or more safety issue is evident, e.g. trip hazard, unlocked chemicals.	Introduces classroom and school safety and emergency procedures.	Models and supports children in the safe use of matches, dangerous substances, etc.	Preemptively addresses potential classroom, school and 'going out' safety hazards.
7. Promotes health Consistently reinforces classroom health and disease prevention procedures.	One or more health issue is evident, e.g. no first aid kit, lax hand washing.	Models and teaches cleanliness and safe food handling.	Administers basic first aid and helps children maintain clean animal enclosures.	Implements health promotion strategies and assists children with personal hygiene.
8. Provides educational differentiation Differentiates education to support children of all abilities.	Classroom practices are geared toward typically developing children.	Partners with parents and SPED faculty to provide needed services.	Adjusts the environment and lessons to support children who learn/think differently.	Uses strengths to target areas of need; provides useful technologies.

IV. Presentations

A. Organization	Unaware	Beginning	Developing	Maturing
1. Selects suitable lessons Lessons are appropriate for each child's interest, experience and ability.	Lesson selection is based on grade level or age.	Uses albums and work plans to guide lesson selection.	Planned and spontaneous lessons are based on observed interest and prior activity.	Uses notes, discussions, and curriculum planning to select interesting lessons.
2. Prepares lessons in advance Lessons flow, and are clear, complete and concise.	Gives spontaneous lessons with minimal prior preparation.	Albums are consulted and notes taken prior to giving lessons.	Refers to notes briefly and unobtrusively during lessons.	Lessons usually flow and are consistent with album descriptions.
3. Makes needed materials available All materials needed are available during and following lessons.	Materials are periodically retrieved as needed during lessons.	Materials needed are on hand when lessons begin.	Materials remain available to children after lessons.	Appropriate follow-up materials are made available.
4. Places materials appropriately Materials are accurately placed and in easy reach of children during and after lessons.	At times places materials haphazardly or in front of themselves rather than the children.	Materials are placed in an orderly layout during most lessons.	Materials are placed directly in front of children during most lessons.	Material placements enable successful use during and once the presentation is over.
5. Engages in curriculum planning Engages in short and long term curriculum planning for each child.	Lesson planning ideas have yet to be written out.	Prepares daily lesson plans with room for spontaneous presentations.	Prepares weekly lesson plans with flexibility.	Engages in monthly/semester planning for each child.
6. Supports quiet and active pursuits Supports quiet/lively activity preferences with workspace options and resources.	Supports either quiet or lively activities, but not both at the same time.	Provides classroom space for both quiet and more spirited activities.	Offers equipment to facilitate quiet, focused activity, e.g. headphones.	Creates and implements procedures for work in areas adjacent to the classroom, e.g. hallway.
B. Delivery	Unaware	Beginning	Developing	Maturing
1. Uses accurate, limited language Language flows, and is clear, accurate and limited.	On occasion embellishes or uses imprecise or incorrect language.	Speaks clearly during lessons.	Precise, accurate language is used with few embellishments.	Language flows and is succinctly adapted to children's responses.
2. Uses accurate movements Materials are precisely and correctly manipulated throughout each lesson.	Some movements are rushed or inaccurate.	Begins to move materials slowly and accurately during lessons.	Uses clear, exact movements without bouncing the hand.	Carefully and accurately manipulates materials during lessons.
3. Lessons are interactive Engages children in highly interactive lessons.	Children primarily listen and observe during lessons.	Involves children at some point during lessons.	Involves children early on during lessons.	Engages each child often in each lesson.
4. Lessons stay on topic Lessons stay on topic and are short in duration.	Sometimes lessons are overly long or unfocused.	Refocuses lessons that have veered off course.	Remains on topic during most lessons.	The majority of lessons are 15 minutes or less.
5. Modifies lesson pacing Gives well-paced lessons that aren't too hard or too easy.	Continues with a lesson despite indications it is too basic or difficult.	Begins to notice when a lesson's pace is too fast or slow.	Modifies a lesson's pace according to children's responses.	Reviews prior learning and gives a prior or subsequent lesson if needed.
6. Connects with children Maintains a connection with each child throughout each lesson.	Focuses on the lesson rather than the participating children.	Begins to use facial expressions to connect with children.	Acknowledges children's reactions during most lessons.	Responds to children with warmth and empathy.
7. Checks for understanding Observes and questions to assess understanding during and after lessons.	Periodically gives a lesson without observing, questioning or discussing.	Asks simple questions and observes material use during lessons.	Observes during and after lessons to assess ability to use materials.	Checks for understanding with clarifying questions and discussion.
8. Supports children who are challenged Differentiates instruction when children struggle with an activity.	At times is unaware or only repeats a lesson when a child exhibits difficulty.	Recognizes when children are struggling to understand an activity.	Begins to assess why children are having difficulty with an activity.	Helps children challenged by an activity by isolating the difficulty.
9. Encourages follow-up activity Encourages child-designed follow-up aligned with their interests and ability.	Tends to assign follow-up activities or limits what can be done.	Offers follow-up options based on album suggestions.	Provides clear follow-up instruction modeling what is expected.	With children, develops follow-up options based on their ideas and preferences.

V. Social/Emotional Environment

A. Atmosphere	Unaware	Beginning	Developing	Maturing
1. Presents the Great Stories Uses the Great Stories to unify instruction, inspire awe, and motivate child led research.	Gives key lessons before presenting the Creation Story.	Presents the Universe Creation story; begins to tell other Great Stories.	Assures children are told all the Great Stories.	Aligns key lessons with the Great Stories and emphasizes inter-connections.
2. Encourages coactivity Facilitates productive coactivity, collaboration and peer instruction.	Instruction and procedures encourage individual activity.	Table/floor arrangements accommodate pairs and different sized groups.	Teaches coactivity skills so children collaborate productively.	Fosters a spirit of cooperation where children willingly help or instruct one another.
3. Supports group work Establishes productive, harmonious group activity as the classroom norm.	Recognizes sitting together but working separately as group work.	Provides instruction favorable to collaborative work.	Helps children organize and share group work responsibilities.	Helps children refocus unproductive group activity.
4. Supports conflict resolution Teaches and entrusts children to resolve their own disputes.	Misses escalating conflict, takes sides, resolves the conflict, etc.	Assists children in negotiating simple disagreements.	Teaches age-appropriate conflict resolution skills.	Provides time, neutrality, and procedures for child lead conflict resolution.
5. Builds community Develops community through well-managed collaborative activities.	Classroom activity focuses exclusively on small group and individual exercises.	Supports whole group activities, e.g. class newsletter, art exhibits.	Helps children organize and run class meetings.	Supports special events and productions, e.g. plays, dance performances.
6. Nurtures creative expression Cultivates creativity and an arts-rich classroom.	Prioritizes academics with minimal emphasis on arts education.	Encourages children to decorate their work.	Begins to provide multicultural creative arts instruction.	Infuses academics with opportunities for handwork and creative expression.
7. Provides experiences with nature Offers frequent and varied experiences with nature.	Emphasizes instruction about nature rather than hands-on experiences.	Facilitates plant and animal care.	Offers real specimen for exploration and discovery.	Arranges outdoor adventuring and sample collection/ observation for classification.
8. Maintains an acceptable noise level Addresses noise issues through modeling and problem solving.	Quiets the class with a raised voice, limiting talk, reprimanding or using "shhh".	Uses a low voice and allows conversation and a hum of activity.	Uses targeted problem solving when the classroom is too loud.	Develops solutions with children for maintaining an acceptable noise level.
B. Sensitivity	Unaware	Beginning	Developing	Maturing
1. Is responsive to feelings Helps children feel heard and supported when emotionally distressed.	At times misses when feelings are hurt, a child is out of sorts, etc.	Acknowledges and helps an upset child identify and verbalize their feelings.	Handles strong emotions calmly, not taking what is said or done personally.	Teaches children how to cope with uncomfortable feelings.
2. Handles embarrassment constructively Helps each child feel safe from judgment and embarrassment.	On occasion teases, dwells on mistakes, praises in front of others, downplays an embarrassment, etc.	Approaches children quietly and unperturbed; discusses issues privately.	Models handling embarrassment productively.	Helps an embarrassed child reflect and gain perspective without minimizing his/her/their feelings.
3. Adapts activities of interest Recognizes and capitalizes on teachable moments.	Occasionally tells a child they aren't ready for an activity of interest.	Responds to children's expressed interest in a topic, activity or material.	Suggests alternatives for work a child is interested in but not yet ready for.	Adapts an activity of interest to a child's ability level.
4. Values children's work spaces Respects and cultivates respect for each child's workspace.	Moves children's work to a new location without obtaining agreement first.	Asks permission before touching or writing on children's work.	Helps children respect one another's workspace.	Introduces methods for organizing and maintaining an orderly work area.
5. Addresses implicit bias Counters implicit bias to provide every child with an equitable experience.	Believes he/she/they doesn't have implicit bias without examining one's internal stereotypes.	Learns about and begins to examine one's own implicit bias.	Identifies blind spots that hinder perceiving and responding to children fairly.	Uses data to assess if lessons are given equitably.
6. Supports social justice goals Supports social justice with cultural sensitivity and culturally responsive teaching.	Focuses solely on cultural materials to address social justice goals.	Reflects a variety of cultures, races, family makeup, etc., in materials and the classroom.	Represents the culture of each child when possible in lessons, materials and the environment.	Teaches about social justice issues and engages children in related activities.

VI. Professional Behavior

A. Demeanor	Unaware	Beginning	Developing	Maturing
1. Listens carefully Talks with children at eye level and listens attentively.	Periodically focuses somewhere else while conversing with a child.	Communicates with children at eye level.	Looks at children while listening with interest.	Listens to children with undivided attention in and outside of lessons.
2. Dresses professionally Appearance is appealing and professional.	Some clothing is best worn elsewhere, e.g. flip-flops, low necklines, showing the midriff.	Clothing is neat, clean and in good repair.	Accessories are limited, non-encumbering and culturally appropriate.	Effort is made to look attractive and professional.
3. Maintains a positive attitude Smiles often, is warm, and maintains a positive, relaxed attitude.	At times conveys irritation, impatience, dislike, etc., toward a child.	Smiles frequently, and uses a constructive, upbeat tone of voice.	Maintains a relaxed posture; seems to be having fun.	Movements convey patience, respect, warmth and sensitivity.
4. Respects children's personal space Assures respect for each child's contact and proximity preferences.	Sometimes pulls, touches, or hugs a child without prior consent.	Talks at a distance that appears comfortable to children (they don't lean away).	Helps children maintain one another's personal space.	Learns and respects the personal space preferences of each child.
5. Provides appropriate feedback Responds to children in a sensitive and conscientious manner.	Sometimes uses sarcasm, off color jokes, statements that dampen enthusiasm, etc.	Uses encouragement and appropriate humor, e.g. funny stories, puns, wordplay.	Provides feedback that is specific, descriptive, and constructive, e.g. "Wow, you counted then you..."	Feedback is given equitably and reflects children's cultural norms.
6. Connects with each child Builds a trusting, collaborative relationship with each child.	Occasionally views some children as slow, difficult, annoying, etc.	Begins to establish a rapport with each child.	Works to help each child feel safe, important and cared for.	Uses reflection to understand and support children who rub us the wrong way.
7. Fosters home and school partnerships Fosters ongoing, constructive home/school partnerships for each child.	Interactions with families mostly occur during conferences.	Gets to know families; promptly and respectfully addresses questions and concerns.	Emphasizes children's strengths; notifies families of issues in a timely manner.	Promotes family involvement, helping each to feel connected and supported.
B. Development	Unaware	Beginning	Developing	Maturing
1. Shows professional commitment Is an active, committed member of the class and school community.	Sometimes seems hesitant to assume basic classroom responsibilities.	Is eager to give lessons and assist children.	Willingly assumes increased classroom responsibility, e.g. gives more complex lessons.	Readily participates in conferences, staff activities and school events.
2. Wants to improve professionally Indicates desire to improve and do his/her/their best professionally.	Tends to receive feedback reluctantly or resists initiating change.	Responds favorably to constructive suggestions.	Makes and implements a plan of action to address identified problems or issues.	Recognizes when help is needed, and seeks advice and support.
3. Practices self-care Engages in on-going self-care and rejuvenation.	At times puts the needs of others before one's own needs.	Makes time for sleep, exercise, eating well and socializing.	Maintains outside interests, and prioritizes tasks when stressed.	Sets realistic goals, delegates and organizes to help maintain work/life balance.
4. Engages in professional development Engages in on-going professional development.	Chooses not to participate in professional development activities.	Actively engages in school provided continuing education.	Participates in workshops, action research, etc., to develop professionally.	Attends conferences, seminars, etc., to support life long learning.