

CRP-ABAR Rubric for Montessori Teachers

(By Lucy Canzoneri-Golden and Juliet King 2020)

Criteria: Teacher			
Teacher displays basic Montessori principles and is knowledgeable and respectful of other cultures. She has a reverence for all children. She has effective classroom management techniques and provides differential instruction and emotional support according to the needs of the child.			
Fundamentals	Emerging CRP-ABAR Teacher	Effective CRP-ABAR Teacher	Highly Effective CRP-ABAR Teacher
<p>1. I am MACTE Certified or in the process of becoming certified. --- Emerging ___ Progressing ___ Proficient</p> <p>2. I act more as a guide and not as the center of the classroom. --- Emerging ___ Progressing ___ Proficient</p> <p>3. I am always prepared with lesson plans, teaching materials and follow up activities. --- Emerging ___ Progressing ___ Proficient</p> <p>4. I do not over correct students. --- Emerging ___ Progressing ___ Proficient</p> <p>5. I allow students to make work choices. --- Emerging ___ Progressing ___ Proficient</p> <p>6. I use observations to determine the needs of my students. --- Emerging ___ Progressing ___ Proficient</p> <p>7. I display an open and approachable demeanor with others. --- Emerging ___ Progressing ___ Proficient</p>	<p>8. I use my power to nurture and protect students, not to dominate them. --- Emerging ___ Progressing ___ Proficient</p> <p>9. I am becoming aware of the differences in my classroom (culturally, learning styles, identities, etc.). --- Emerging ___ Progressing ___ Proficient</p> <p>10. I build trust through community meetings that allow for all students to participate in the establishment of guidelines for the classroom. --- Emerging ___ Progressing ___ Proficient</p> <p>11. I am beginning to build cross-cultural relationships with parents, free of judgment. --- Emerging ___ Progressing ___ Proficient</p>	<p>12. I am culturally competent and do not favor one culture over another. --- Emerging ___ Progressing ___ Proficient</p> <p>13. I am able to self-reflect and recognize any instances of bias and or micro aggressions. --- Emerging ___ Progressing ___ Proficient</p> <p>14. I do not let Eurocentric Montessori philosophy become a barrier to how I interact with marginalized students. --- Emerging ___ Progressing ___ Proficient</p> <p>15. I am non judgmental in tone and communication, including facial expressions and body language. --- Emerging ___ Progressing ___ Proficient</p> <p>16. I am aware of my deficit thinking when challenges arise with students. --- Emerging ___ Progressing ___ Proficient</p> <p>17. I bring a critical analysis of ABAR to all areas of the curriculum in lessons presented. --- Emerging ___ Progressing ___ Proficient</p>	<p>18. I engage in daily self-reflection resulting in critical consciousness of bias practices that need to be deconstructed. --- Emerging ___ Progressing ___ Proficient</p> <p>19. I observe students applying analytical skills and ABAR vocabulary when participating in classroom discussions. --- Emerging ___ Progressing ___ Proficient</p> <p>20. I observe students applying critical thinking skills in ABAR to resolve conflicts in the classroom. --- Emerging ___ Progressing ___ Proficient</p> <p>21. I observe no evidence of power dynamics in the classroom for, example social hierarchies. --- Emerging ___ Progressing ___ Proficient</p> <p>22. I deliver CRP-ABAR instruction through both a curriculum-oriented approach and a systemic oriented approach. --- Emerging ___ Progressing ___ Proficient</p> <p>23. I have eliminated bias, micro aggressions and deficit thinking from my teaching practices. --- Emerging ___ Progressing ___ Proficient</p> <p>24. CRP practices are becoming fluid in my classroom. --- Emerging ___ Progressing ___ Proficient</p> <p>25. Students are succeeding and there are no academic and behavioral disparities based on race observed in my classroom. --- Emerging ___ Progressing ___ Proficient</p>

Criteria: Physical Environment

The physical environment is conducive to a Montessori education that encourages inclusiveness, equity and supports Culturally Relevant Pedagogy and Anti-bias/Anti-racist practices.

Fundamentals	Emerging	Effective	Highly Effective
<p>1. All areas of the Montessori Curriculum are set up in a logical sequential order within the classroom and easily accessible to the children.</p> <p>--- Emerging ___ Progressing ___ Proficient</p> <p>2. There is evidence of a safe space for children to retreat, discuss conflicts and reflect.</p> <p>--- Emerging ___ Progressing ___ Proficient</p> <p>3. There is an area in the room where children can go when they want a snack.</p> <p>--- Emerging ___ Progressing ___ Proficient</p> <p>4. Community meetings are a part of the daily culture of the classroom.</p> <p>--- Emerging ___ Progressing ___ Proficient</p> <p>5. The furniture is child appropriate</p> <p>--- Emerging ___ Progressing ___ Proficient</p> <p>6. The teacher's space is unobtrusive; there is no teacher desk.</p> <p>--- Emerging ___ Progressing ___ Proficient</p> <p>7. There is a classroom library.</p> <p>--- Emerging ___ Progressing ___ Proficient</p> <p>8. Parents are volunteering in and out of the classroom.</p> <p>--- Emerging ___ Progressing ___ Proficient</p>	<p>9. A full set of Montessori materials in all areas of the curriculum with some follow-up commercial and teacher made lessons.</p> <p>--- Emerging ___ Progressing ___ Proficient</p> <p>10. Lessons on the shelves are beginning to include a non-European narrative.</p> <p>--- Emerging ___ Progressing ___ Proficient</p> <p>11. Lessons, that include pictures and artifacts are beginning to reflect people from the global majority.</p> <p>--- Emerging ___ Progressing ___ Proficient</p> <p>12. The safe space has symbols of peace and social justice.</p> <p>--- Emerging ___ Progressing ___ Proficient</p> <p>13. The classroom library reflects a variety of cultures, authors, genders, abilities, religions, family makeups and races, etc.</p> <p>--- Emerging ___ Progressing ___ Proficient</p> <p>14. Children are actively and independently taking care of the environment.</p> <p>--- Emerging ___ Progressing ___ Proficient</p> <p>15. Diverse parents are volunteering in and out of the classroom.</p> <p>--- Emerging ___ Progressing ___ Proficient</p>	<p>16. Key components, such as the Great Lessons and Montessori timelines include perspectives from the global majority.</p> <p>--- Emerging ___ Progressing ___ Proficient</p> <p>17. Language, whenever possible, is presented in gender-neutral manner.</p> <p>--- Emerging ___ Progressing ___ Proficient</p> <p>18. The classroom library reflects a variety of cultures, authors, genders, abilities, religions, family makeups and races, etc. that goes beyond biographies associated with Black History and Hispanic Heritage months.</p> <p>--- Emerging ___ Progressing ___ Proficient</p> <p>19. The environment reflects the cultures of all children in the classroom, regardless of ability, race, gender, origin, orientation, etc.</p> <p>--- Emerging ___ Progressing ___ Proficient</p> <p>20. A diverse group of parents participate in special classroom and school wide events.</p> <p>--- Emerging ___ Progressing ___ Proficient</p>	<p>21. Students are applying ABAR principles in their classrooms, the school and in their communities, making signs, signing petitions, participating in and leading protests.</p> <p>--- Emerging ___ Progressing ___ Proficient</p> <p>22. Students are reevaluating and questioning school policies to align with ABAR principles.</p> <p>--- Emerging ___ Progressing ___ Proficient</p> <p>23. Students are researching and presenting on social justice issues.</p> <p>--- Emerging ___ Progressing ___ Proficient</p> <p>24. Parents of different races and ethnicities, especially from the global majority, are active contributors to the classroom, bringing their knowledge, skills and expertise.</p> <p>--- Emerging ___ Progressing ___ Proficient</p>

Note. **CRP** = Culturally Relevant Pedagogy, **ABAR** = Anti-Bias Anti-Racist.