**Essential Elements Rubric Self-Evaluation**

This questionnaire was developed by Josie Hill using the National Center for Montessori in the Public Sector's Essential Elements Rubric version 5.0. The wording used is not exact. All questions are based on a school meeting the rubric requirements for "Satisfactory" or higher. The rubric in its entirety can be found at [www.public-montessori.org/smarter-tools/#tools](http://www.public-montessori.org/smarter-tools/#tools)

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**Domain 1: Adults**

1. **Montessori principles are evident in most or all adults’ actions.** Key actions include: speaking softly, clearly, and respectfully to children and adults, refraining from offering unnecessary help, inviting as opposed to commanding, and student engagement in meaningful work. Key unuseful actions include: interrupting students who are concentrating, using a loud, intrusive voice, attempting to control rather than model respectful behavior. *

   *Mark only one oval.*
   - Yes
   - No

2. **Some, or all, auxiliary staff (special education, PE) have been oriented in Montessori theory and practice.** *

   *Mark only one oval.*
   - Yes
   - No

3. **At least 90% of teachers have Montessori credentials, from a MACTE or AMI accredited training program, for the age group they teach.** The remainder are in the process of earning an appropriate Montessori credential. *

   *Mark only one oval.*
   - Yes
   - No

4. **At least 90% of all classrooms are staffed with an assistant who has completed a Montessori Assistant’s course.** *

   *Mark only one oval.*
   - Yes
   - No
5. The school provides an orientation workshop for all assistants (in addition to the Montessori Assistant's course).*

Mark only one oval.

☐ Yes
☐ No

6. Many, or all, assistants play an integral role in the culture of the classroom, providing support in the care of the environment, modeling positive behavior, assisting the teacher when students need redirection, and other duties as assigned by the teacher (as opposed to assistants that are disengaged from the work of the room or function solely as disciplinarians).*

Mark only one oval.

☐ Yes
☐ No

7. Most or all adults, Montessori trained or not, embrace core Montessori principles, respecting the process of human development and supporting children's independence, freedom, responsibility, and growth (as opposed to developmentally inappropriate expectations for children, expecting too little or too much independence and responsibility). Most or all adults interact with children in ways that are deeply respectful and support their development as appropriate to the children's age and level of independence (as opposed to interacting disrespectfully with children e.g., interrupting, ordering, teasing, contradicting, controlling).*

Mark only one oval.

☐ Yes
☐ No

Domain 2: Montessori Learning Environment

8. All Early Childhood classrooms have the full three-year age group together in the same classroom (PreK3, PreK4, and K). There are no single-grade or two-year classrooms.*

Mark only one oval.

☐ Yes
☐ No

9. All Lower Elementary classrooms have the full three-year age group together in the same classroom (1st, 2nd, and 3rd grades). There are no single-grade or two-year classrooms.*

Mark only one oval.

☐ Yes
☐ No

10. All Upper Elementary classrooms have the full three-year age group together in the same classroom (4th, 5th, and 6th grades). There are no single-grade or two-year classrooms.*

Mark only one oval.

☐ Yes
☐ No
11. Classroom communities feature AT LEAST 24 students supervised by NO MORE THAN two adults. *

Mark only one oval.

☐ Yes
☐ No

12. If students enter after age 4 without prior Montessori experience, these new students are carefully oriented.*

Mark only one oval.

☐ Yes
☐ No

13. Children in the 3-year cycles are grouped together regardless of age, gender or ability.*

Mark only one oval.

☐ Yes
☐ No

14. All classrooms provide 2.5 to 3 hour morning uninterrupted work periods.*

Mark only one oval.

☐ Yes
☐ No

15. Classrooms for older children (1st grade and up) provide 2-hour afternoon uninterrupted work periods, with interruption for specials and other programmed activity no more than one time per week.*

Mark only one oval.

☐ Yes
☐ No

16. Students have free access to Montessori music materials—bells, tone bars, etc.*

Mark only one oval.

☐ Yes
☐ No
17. Preferably, Montessori music and art are integrated into the three-hour work cycle OR specialty programs (music, art, etc) may be offered as separate classes instead of being integrated within the classroom, but they do not interrupt work periods more than a total of one time per week. *

Mark only one oval.

☐ Yes
☐ No

18. Students can choose to work at tables, on rugs on the floor, or outside. *

Mark only one oval.

☐ Yes
☐ No

19. Students have ongoing access to all materials, and are allowed to choose their work for the majority of work periods. *

Mark only one oval.

☐ Yes
☐ No

20. At least 80% of instruction takes place in small groups (Elementary & Secondary) or one-on-one (Early Childhood). *

Mark only one oval.

☐ Yes
☐ No

21. The full complement of Montessori materials is available in every area. *

Mark only one oval.

☐ Yes
☐ No

22. Montessori materials are displayed in an orderly and inviting manner (as opposed to the environment being cluttered, with little attention to order, beauty and simplicity). *

Mark only one oval.

☐ Yes
☐ No

23. Montessori materials represent the majority of work available to students (as opposed to Montessori materials being liberally supplemented with other curricular approaches). *

Mark only one oval.

☐ Yes
☐ No
24. **Materials are in good repair and ready for use.** *
   *Mark only one oval.*
   - Yes
   - No

25. **Materials are in regular use (as opposed to Montessori materials being visible, but the majority of the work involves other materials and resources, such as worksheets, text books, or computers).** *
   *Mark only one oval.*
   - Yes
   - No

26. **Children have some opportunities to engage in care of the classroom, food preparation, dining and meal cleanup, and plant and animal care (as opposed to these things being handled mostly by adults).** *
   *Mark only one oval.*
   - Yes
   - No

27. **Functional child-sized tools and materials are available.** *
   *Mark only one oval.*
   - Yes
   - No

28. **Appropriate cutlery, glassware and dishes are used daily (as opposed to children eating with disposable cutlery, plates, and cups).** *
   *Mark only one oval.*
   - Yes
   - No

29. **Children have some or free access, within appropriate limits, to a well-prepared outdoor learning environment (as opposed to access to the outdoor environment being tightly restricted by adults or only available during recess).** *
   *Mark only one oval.*
   - Yes
   - No

30. **The outdoor environment is in occasional or regular use.** *
   *Mark only one oval.*
   - Yes
   - No
31. Either Special Education (SPED) students are pulled out for small portions of the day, or specialists come in the classroom but work with the SPED students apart from the rest of the group and primarily through non-Montessori materials OR Montessori teachers are dual certified as SPED teachers and able to address all but the most significant learning issues through the Montessori program. (All of these are considered at least satisfactory). *

Mark only one oval.

☐ Yes

☐ No

32. Either English Language Learner (ELL) students are pulled out for small portions of the day, or specialists come in the classroom but work with ELL students apart from the rest of the group and primarily through non-Montessori materials OR Montessori teachers are dual certified as ELL teachers. (All of these are considered at least satisfactory). *

Mark only one oval.

☐ Yes

☐ No

Domain 3: Family Engagement

33. A well-developed Family Handbook elaborates mutual expectations in clear, accessible language. *

Mark only one oval.

☐ Yes

☐ No

34. The school maintains an active website. *

Mark only one oval.

☐ Yes

☐ No

35. Most or all classrooms distribute newsletters and other regular communications such as websites, blogs, or Google groups. *

Mark only one oval.

☐ Yes

☐ No

36. Highest priority documents are translated into the languages reflecting the school's population. *

Mark only one oval.

☐ Yes

☐ No
37. Efforts are made to hire faculty and staff that reflect the ethnic, linguistic and racial makeup of the student-body. *
Mark only one oval.

☐ Yes
☐ No

38. The enrollment process features some or multiple opportunities for parents to learn about Montessori and the family commitment expected by the school. *
Mark only one oval.

☐ Yes
☐ No

39. The school offers an orientation evening for new families (as opposed to only an Open House). *
Mark only one oval.

☐ Yes
☐ No

40. Family education opportunities are offered at least quarterly. *
Mark only one oval.

☐ Yes
☐ No

41. The school's School-Home or Family Association is active, with parent/adult leaders visible in the school. *
Mark only one oval.

☐ Yes
☐ No

42. Minutes of all board meetings are shared with the entire community. *
Mark only one oval.

☐ Yes
☐ No

Skip to question 43.

Domain 4: Leadership and Organizational Development
43. **If the school leader is not Montessori trained, he/she is enthusiastically engaged in ongoing Montessori professional development.**

*Mark only one oval.*

- Yes
- No

- We have a school leader that has completed their Montessori teacher certification through AMI or a MACTE accredited training program.

44. **If the school leader is not Montessori trained, the school employs a Montessori trained Program Director or Montessori Coach to support the untrained school leader.**

*Mark only one oval.*

- Yes
- No

- We have a school leader that has completed their Montessori teacher certification through AMI or a MACTE accredited training program.

45. **The school has a living strategic/school improvement plan, which is grounded in Montessori principles, informed by multiple constituents, and made available to the school community.**

*Mark only one oval.*

- Yes
- No

46. **The school has employed a Montessori consultant within the past three years to provide internal support for strategic planning and instructional improvement.**

*Mark only one oval.*

- Yes
- No

47. **Teachers are evaluated based on a protocol that is friendly to Montessori pedagogical principles.**

*Mark only one oval.*

- Yes
- No

48. **The school maintains full membership in at least one major Montessori professional organization.**

*Mark only one oval.*

- Yes
- No
49. The school's budget supports sponsorship for Montessori training for at least one new teacher a year. *
   Mark only one oval.
   
   ☐ Yes
   ☐ No

50. The school offers orientation and professional development designed to support classroom assistants. *
   Mark only one oval.
   
   ☐ Yes
   ☐ No

51. At least 50% of adults engage in ongoing Montessori professional development. *
   Mark only one oval.
   
   ☐ Yes
   ☐ No

52. Most or all adult interactions are respectful, gracious, and courteous. *
   Mark only one oval.
   
   ☐ Yes
   ☐ No

53. Respect, grace, and courtesy characterize most formal and informal school activities. *
   Mark only one oval.
   
   ☐ Yes
   ☐ No

54. Respect, grace, and courtesy characterize most interactions with families. *
   Mark only one oval.
   
   ☐ Yes
   ☐ No

55. Most faculty and staff understand and can explain the Montessori approach and how it meets state standards. *
   Mark only one oval.
   
   ☐ Yes
   ☐ No
56. **An alignment of the Montessori scope and sequence with state standards is complete or in process.** *

   *Mark only one oval.*

   - Yes
   - No

57. **The Montessori scope and sequence is part of internal and external communications.** *

   *Mark only one oval.*

   - Yes
   - No

58. **Teachers mostly or always lead with their Montessori training and refer back to state standards as necessary.** *

   *Mark only one oval.*

   - Yes
   - No

**Domain 5: Assessment**

59. **The school is in the process of developing or has completed a protocol that allows the documentation of social and emotional and executive function outcomes.** *

   *Mark only one oval.*

   - Yes
   - No

60. **Regular, recorded observation is the basis of planning and assessment.** *

   *Mark only one oval.*

   - Yes
   - No

61. **Some or all of the teachers use an on-line record-keeping system to ensure that data are collected and managed effectively.** *

   *Mark only one oval.*

   - Yes
   - No

62. **Teachers make time daily to record observed activity within the environment.** *

   *Mark only one oval.*

   - Yes
   - No
63. **An observer's chair is visible in the environment.** *  
Mark only one oval.

- Yes
- No

64. **Teachers meet occasionally or weekly as teams to discuss student progress, reflect collectively on challenges, and share potential solutions.** *
Mark only one oval.

- Yes
- No

65. **Summative assessments are delivered during testing windows or delivered to individual students during work periods.** *
Mark only one oval.

- Yes
- No

66. **Formative assessments are delivered to individual students during work periods.** *
Mark only one oval.

- Yes
- No

67. **Total test preparation, other than practice experiences designed to familiarize students with format and language, constitutes no more than one week of student work time.** *
Mark only one oval.

- Yes
- No

68. **Students keep work journals (as opposed to students being assigned “work plans” which they have little input in developing or reflecting on).** *
Mark only one oval.

- Yes
- No

69. **Teachers sometimes or regularly confer with students to assist in the development of personal learning goals and to reflect on progress.** *
Mark only one oval.

- Yes
- No