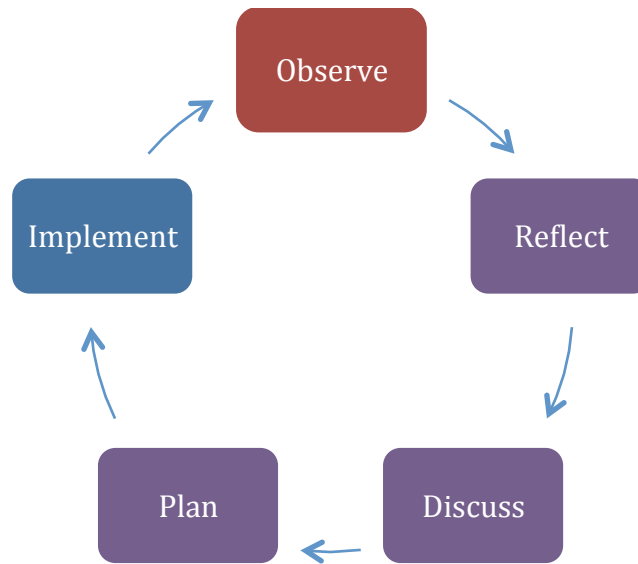


REFLECTIVE PRACTICE



Montessori Guide to Reflective Practice: Expanding Practice

The rubric is designed to foster the development of Montessori practice through an ongoing process of observation, reflection, and planning. As the next step in the evolution of practice, this rubric is designed to expand practice beyond the classroom and the school. At this level, it is assumed that the habit of reflection is integrated into practice and has evolved to a level of consciousness where it can be expressed with clarity. This practitioner is able to mentor others while continuing to work on their own personal development. At this level the rubric is designed as a guide to self-reflection.

- The rubric uses a three-level scale with the following descriptors of the guide's practice.
 - E – Established (there is a fair degree of consistency in practice)
 - D – Developing (there is an emerging framework of practice)
 - A – Action Needed (these aspects need to be addressed in order to lay a solid foundation for practice)

		E	D	A
Professional practice				
1.	Is able to interpret and explain practice in the context of Montessori philosophy and pedagogy			
2.	Continues to study Dr. Montessori's work to better understand the philosophy that guides our practice. Understands that Dr. Montessori's work is about human development in the cosmic context			
3.	Is able to communicate Montessori philosophy to a range of audiences with clarity and passion			
4.	Is knowledgeable about authoritative research in the fields of child development, neuroscience, psychology and education. Is able to connect Montessori pedagogy to relevant new research			
5.	Frequently contributes valuable ideas and expertise and instills in others a desire to improve school programs/environment based on Montessori principles			
6.	Embraces the work of preparing an environment for the child: works on the understanding that this work goes beyond the classroom and school community and must be done at the level of families, the community and the larger society, in order to ensure that there is a place for children in our world			
Personal Development				
7.	Has a wide range of interests and is constantly learning about music, art, literature, biology, geography, history, the peoples of the world and the world around			
8.	The adult regularly takes time to reflect on self to become conscious of personal strengths, challenges and filters that impact practice			
9.	Strives to be fully present in every interaction – whether the other is a child, an adult or the environment			
10.	Continually strives to more fully realize personal human potential, looking to the child for inspiration.			
11.	Sees the daily work with children in the social context of the rights of the child and education for peace			
12.	Sees the daily work with children and families in the context of Dr. Montessori's Cosmic vision			
Reflection:				
<u>What areas are going reasonably well?</u>				
<u>What areas are still developing?</u>				
<u>What areas need focus?</u>				

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