

COMPETENCIES:	LEAST COMPETENT			MOST COMPETENT	
	1	2	3	4	5

1) Demonstrate knowledge of human development and education.	1	2	3	4	5
a. Interpret child development and early education concepts to other staff, parents and community.	1	2	3	4	5
b. Plan for continuity of learning experiences for children in the age range of certification.	1	2	3	4	5
2) Demonstrate knowledge, application and analysis of the theoretical/philosophical base upon which Montessori elementary education programs have been and currently are being developed.	1	2	3	4	5
3) Plan programs that meet individual needs and interests of children appropriate to their development, socio cultural background and experience level:	1	2	3	4	5
a) Demonstrate ability to assess children's developmental needs through a variety of vehicles (i.e., observation, case studies, tests, developmental scales, classroom products).	1	2	3	4	5
b) Provide a suitable match between assessment and developmental activities.	1	2	3	4	5
c) Demonstrate ability to support sensory-motor development (practical life and sensorial curriculum area).	1	2	3	4	5

COMPETENCIES:	LEAST COMPETENT			MOST COMPETENT	
	1	2	3	4	5

d) Demonstrate ability to support language arts development.	1	2	3	4	5
e) Demonstrate ability to support mathematical development.	1	2	3	4	5
f) Demonstrate ability to support development in art, music, movement, geography and science.	1	2	3	4	5
g) Demonstrate knowledge of varied learning styles.					
h) Demonstrate knowledge of environmental design and preparation.	1	2	3	4	5
i) Provide opportunities for choice, problem-solving, decision-making, and responsibility for learning on the part of the children.	1	2	3	4	5
j) Demonstrate a broad repertoire of teaching strategies (i.e., structuring environment; using manipulative materials for exploration, demonstration and concrete models; modeling behavior; using verbal strategies such as inquiry, explanation, imitation, illustration and dramatization.)	1	2	3	4	5
k) Demonstrate ability to plan and implement group activities.	1	2	3	4	5
l) Develop organizational and management procedures to facilitate growth and learning.	1	2	3	4	5

COMPETENCIES:	LEAST COMPETENT			MOST COMPETENT	
	1	2	3	4	5

4. . Evaluate objectives, children's individual growth, learning and programs:

a) Demonstrate consistency between stated objectives and methods of evaluation . 1 2 3 4 5

b) Demonstrate knowledge of age-appropriate evaluative measures. 1 2 3 4 5

c) Develop and use a variety of appropriate record-keeping and evaluation processes. 1 2 3 4 5

d) Interpret results of evaluative measures. 1 2 3 4 5

e) Prepare professional reports. 1 2 3 4 5

5. Design and evaluate curriculum materials and resources appropriate to children with varying abilities and cultural backgrounds. 1 2 3 4 5

a)Evaluate and select prepared curriculum materials. 1 2 3 4 5

b)Develop original materials to meet the needs and interests of children. 1 2 3 4 5

c)Demonstrate knowledge of the rationale of curriculum materials. 1 2 3 4 5

d)Demonstrate knowledge of continuum with curriculum materials. 1 2 3 4 5

COMPETENCIES:	LEAST COMPETENT			MOST COMPETENT	
	1	2	3	4	5

6. Demonstrate interest and involvement in the community served. 1 2 3 4 5

a) Demonstrate knowledge of community served.

1 2 3 4 5

b) Demonstrate ability to articulate program.

1 2 3 4 5

c) Demonstrate ability to participate in parent conferences and skill in non-judgmental listening and interactions with others.

1 2 3 4 5

d) Develop awareness of community resources for referral, enrichment, program development and implementation.

1 2 3 4 5

7. Demonstrate program leadership:

a) Implement minimum standards required by health/education/welfare codes.

1 2 3 4 5