

Part 2 (Infant & Toddler Intern Demonstration/Proficiency Checklist), to Section A (Infant & Toddler Program), to Chapter 1 (Individuals), to Book II (Procedures), to Standards and Procedures Manual of Montessori Educational Programs International, *with change 6 August 15, 2004*

Intern Name \_\_\_\_\_

Internship School \_\_\_\_\_

Supervising Teacher \_\_\_\_\_

Date Internship Began \_\_\_\_\_

1. Purpose. This document verifies that the intern has been presented and mastered everything that is listed on the following pages. Only a certified and designated supervising teacher shall initial the MASTERED columns. The intern must be able to present everything dated and verified in this document and shall be able to determine the PURPOSE, AIM, POINT OF INTEREST, CONTROL OF ERROR, and DEVELOPMENTAL AGE OF THE CHILD TO WHOM THE LESSON IS PRESENTED. The intern shall also demonstrate knowledge of the SEQUENCE OF MATERIALS. *The intern is held responsible for the correctness of this document and shall be held responsible for falsification or forgery of the information contained herein.*

Signature of Intern \_\_\_\_\_ Date \_\_\_\_\_

Signature of Supervising Teacher \_\_\_\_\_ Date \_\_\_\_\_

Practical Life	Presented	Practiced	Mastered	
	Date	Date	Date	Lead Teacher's Initials

1. Carrying procedures

- a. Chair \_\_\_\_\_
- b. Table \_\_\_\_\_
- c. Rug \_\_\_\_\_
- d. Tray \_\_\_\_\_
- e. Pitcher \_\_\_\_\_
- f. Books \_\_\_\_\_
- g. Scissors \_\_\_\_\_
- h. \_\_\_\_\_
- i. \_\_\_\_\_

2. Grace and Courtesy

- a. Greeting \_\_\_\_\_
- b. How to walk in a classroom \_\_\_\_\_
- c. How to push in a chair \_\_\_\_\_
- d. How to stop for the bell \_\_\_\_\_
- e. How to sit on the line \_\_\_\_\_
- f. How to walk around the outside of the line \_\_\_\_\_
- g. How to walk around a rug \_\_\_\_\_
- h. How to open and close doors \_\_\_\_\_
- i. How to restore the environment \_\_\_\_\_
- j. How to hang a coat \_\_\_\_\_
- k. How to roll a rug \_\_\_\_\_
- l. How to watch someone work \_\_\_\_\_
- m. How to put a coat on \_\_\_\_\_
- n. \_\_\_\_\_
- o. \_\_\_\_\_

3. Fine Motor Development

- a. Open-close containers \_\_\_\_\_
- b. Sponging \_\_\_\_\_

Practical Life	Presented	Practiced	Mastered	
	Date	Date	Date	Lead Teacher's Initials
c. Grain transfer	_____	_____	_____	_____
d. Spooning	_____	_____	_____	_____
e. Liquid color mixing	_____	_____	_____	_____
f. Funnel pouring	_____	_____	_____	_____
g. Tweezing	_____	_____	_____	_____
h. Clothes pinning	_____	_____	_____	_____
i.	_____	_____	_____	_____
j.	_____	_____	_____	_____
4. Care of the Environment				
a. How to dust	_____	_____	_____	_____
b. How to mop	_____	_____	_____	_____
c. Plant Care	_____	_____	_____	_____
d. Flower arranging	_____	_____	_____	_____
e. Sweeping				
(1) Floor	_____	_____	_____	_____
(2) Crumbs	_____	_____	_____	_____
(3)	_____	_____	_____	_____
f. Folding	_____	_____	_____	_____
g.	_____	_____	_____	_____
h.	_____	_____	_____	_____
5. Dressing Frames				
a. Button	_____	_____	_____	_____
b. Velcro	_____	_____	_____	_____
c. Zip	_____	_____	_____	_____
d.	_____	_____	_____	_____
e.	_____	_____	_____	_____
6. Water Exercises				
a. Whisking – eggbeater	_____	_____	_____	_____
b. Hand Washing	_____	_____	_____	_____
c. Table/chair wiping	_____	_____	_____	_____
d. Baby washing	_____	_____	_____	_____

Practical Life	Presented	Practiced	Mastered	
	Date	Date	Date	Lead Teacher's Initials

- e. \_\_\_\_\_
- f. \_\_\_\_\_
- 7. Food Preparation
  - a. Table setting \_\_\_\_\_

Sensorial	Presented	Practiced	Mastered	
	Date	Date	Date	Lead Teacher's Initials

- 1. Visual discrimination
  - a. Stacking blocks \_\_\_\_\_
  - b. Different shapes \_\_\_\_\_
  - c. Colors exercises \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_
- 2. Kinesic discrimination
  - a. Mystery bag \_\_\_\_\_
  - b. Different textures exercises \_\_\_\_\_
  - c. Sorting \_\_\_\_\_
  - d. Matching \_\_\_\_\_
  - e. \_\_\_\_\_
  - f. \_\_\_\_\_
- 3. Auditory discrimination
  - a. Musical Instruments \_\_\_\_\_
  - b. Music time (daily basis) \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
- 4. Olfactory discrimination
  - a. Smelling exercises \_\_\_\_\_
  - b. \_\_\_\_\_
- 5. Gustatory discrimination
  - a. Tasting exercises \_\_\_\_\_
  - b. \_\_\_\_\_

Math	Presented	Practiced	Mastered	
	Date	Date	Date	Lead Teacher's Initials

- 1. Preliminary
  - b. Sorting \_\_\_\_\_
  - b. Counting exercises \_\_\_\_\_

Language	Presented	Practiced	Mastered	
	Date	Date	Date	Lead Teacher's Initials

- 1. Reading Readiness
  - a. Patterning/Sequencing \_\_\_\_\_
  - b. Classification/Categorizing \_\_\_\_\_
  - c. Same and different concept \_\_\_\_\_
  - d. Naming exercises \_\_\_\_\_
  - e. Story reading \_\_\_\_\_
  - f. Environment cards \_\_\_\_\_
  - g. Matching \_\_\_\_\_
  - h. Matching to silhouettes \_\_\_\_\_
  - i. \_\_\_\_\_
  - j. \_\_\_\_\_

Art	Presented	Practiced	Mastered	
	Date	Date	Date	Lead Teacher's Initials

- 1. Tearing paper \_\_\_\_\_
- 2. Cutting (2 ½ - 3) \_\_\_\_\_
- 3. Gluing \_\_\_\_\_
- 4. Using Crayons \_\_\_\_\_
- 5. Using Markers \_\_\_\_\_
- 6. Clay \_\_\_\_\_
- 7. Paints \_\_\_\_\_

Art	Presented	Practiced	Mastered	
	Date	Date	Date	Lead Teacher's Initials

8. Finger painting	_____	_____	_____	_____
9. Watercolors	_____	_____	_____	_____
10. Drawing	_____	_____	_____	_____
11. Using the easel	_____	_____	_____	_____
12.	_____	_____	_____	_____
13.	_____	_____	_____	_____

Science	Presented	Practiced	Mastered	
	Date	Date	Date	Lead Teacher's Initials

1. Naming exercises	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4. Water Experiments				
a. Sink and float	_____	_____	_____	_____
b.	_____	_____	_____	_____
c.	_____	_____	_____	_____
5. Other Classroom Experiments				
a.	_____	_____	_____	_____
b.	_____	_____	_____	_____

Geography	Presented	Practiced	Mastered	
	Date	Date	Date	Lead Teacher's Initials

1. Calendars	_____	_____	_____	_____
2. Time line/Celebration of Life	_____	_____	_____	_____

Peace	Presented	Practiced	Mastered	
	Date	Date	Date	Lead Teacher's Initials

1. Peace table / corner

- a. \_\_\_\_\_
- b. \_\_\_\_\_

Classroom Management	Observed	Not Observed	Lead Teachers' Initials
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1. Follows a routine

- a. Greeting \_\_\_\_\_
- b. Diapering \_\_\_\_\_
- c. Group time (circle) \_\_\_\_\_
- d. Snack time \_\_\_\_\_
- e. Music time \_\_\_\_\_
- f. Independent work time \_\_\_\_\_
- g. Outside time \_\_\_\_\_
- h. Lunch preparation \_\_\_\_\_
- i. Lunch \_\_\_\_\_
- j. Nap time preparation \_\_\_\_\_
- k. Nap time \_\_\_\_\_
- l. Snack time \_\_\_\_\_
- m. Departure \_\_\_\_\_

2. Consistency \_\_\_\_\_

Summary:

Comments from supervisor:

Part 3 (Supervising Director's Bi-Monthly Infant Toddler Intern Evaluation), to Section A (Infant & Toddler Program), to Chapter 1 (Individuals), to Book II (Procedures), to Standards and Procedures Manual of Montessori Educational Programs International, *with change 6 August 15, 2004*

Intern's Name \_\_\_\_\_

Name of School \_\_\_\_\_

Date \_\_\_\_\_

Circle Month    Sept    Oct    Nov    Dec    Jan    Feb    Mar    Apr    May

Is the intern demonstrating increasing competency in the following areas?

- Yes  No      displays alertness in classroom and playground
- Yes  No      modeling appropriate behaviors for children
- Yes  No      self-confidence
- Yes  No      quiet and calm manner
- Yes  No      patience
- Yes  No      good rapport and understanding of children
- Yes  No      appropriate body movements
- Yes  No      reinforcing ground rules
- Yes  No      working well with team members
- Yes  No      good rapport with administration of school
- Yes  No      good rapport with training center administration
- Yes  No      good rapport with parents
- Yes  No      love and understanding of materials
- Yes  No      demonstrating materials slowly and clearly
- Yes  No      demonstrating materials to an individual child with awareness of rest of class
- Yes  No      classroom management
- Yes  No      small group activities
- Yes  No      matching child's abilities to appropriate materials
- Yes  No      ability to receive constructive and positive criticism
- Yes  No      promptness and regularity in attendance
- Yes  No      record keeping
- Yes  No      preparing the environment
- Yes  No      maintaining the environment

Part 3 (Supervising Director's Bi-Monthly Infant Toddler Intern Evaluation), to Section A (Infant & Toddler Program), to Chapter 1 (Individuals), to Book II (Procedures), to Standards and Procedures Manual of Montessori Educational Programs International, *with change 6 August 15, 2004*

- Yes  No      making new and appropriate materials for the classroom
- Yes  No      using correct grammar and spelling
- Yes  No      personal grooming: healthy physical condition
- Yes  No      spontaneous involvement with children
- Yes  No      awareness and respect for the individuality of each child
- Yes  No      love for children

Does the intern attend and/or participate in:

- Yes  No      staff meetings
- Yes  No      parent meetings
- Yes  No      parent conferences

Describe the manner in which the intern does the following:

1. An individual lesson \_\_\_\_\_  
\_\_\_\_\_
2. A small group lesson \_\_\_\_\_  
\_\_\_\_\_

Describe the following:

1. Intern's strengths \_\_\_\_\_  
\_\_\_\_\_
2. Intern's areas that need improvement \_\_\_\_\_  
\_\_\_\_\_
3. Children's attitude toward intern \_\_\_\_\_  
\_\_\_\_\_

Part 3 (Supervising Director's Bi-Monthly Infant Toddler Intern Evaluation), to Section A (Infant & Toddler Program), to Chapter 1 (Individuals), to Book II (Procedures), to Standards and Procedures Manual of Montessori Educational Programs International, *with change 6 August 15, 2004*

Additional Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

Signature of Supervising Director \_\_\_\_\_ Date \_\_\_\_\_

Signature of Intern \_\_\_\_\_ Date \_\_\_\_\_

Signature of Program Director: \_\_\_\_\_ Date: \_\_\_\_\_

1. Environment:

a. Was the environment:

- Yes  No properly prepared?
- Yes  No utilized by children?
- Yes  No utilized by teachers?
- Yes  No attractive?
- Yes  No clean?
- Yes  No equipped with complete didactic materials in four areas?
- Yes  No appropriate in size and convenience for children?

b. Was the Montessori equipment:

- Yes  No used properly and frequently?

Remarks \_\_\_\_\_  
\_\_\_\_\_

c. Was the supervising teacher:

- Yes  No well trained?
- Yes  No experienced?
- Yes  No professional?
- Yes  No helpful?
- Yes  No considerate?
- Yes  No quiet in voice and manner?
- Yes  No a link between the environment and child?
- Yes  No available daily?

Remarks \_\_\_\_\_  
\_\_\_\_\_

2. Overall Questions.

- Yes  No      Were Montessori theories regarding multi-age groups, independent work, and consistency of attendance practiced?
- Yes  No      Was a five day per week program available and encouraged?
- Yes  No      Did children work on tasks of their own choosing, at their own pace, without interruptions from other children and adults?
- Yes  No      Was the general atmosphere pleasant?
- \_\_\_\_\_      What ages were enrolled in your Infant & Toddler classroom?

3. Please evaluate the academic phase of your training program. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

Part 5 (Teacher Education Program – Program Evaluation Form), to Section A (Infant & Toddler Program), to Chapter 1 (Individuals), to Book II (Procedures), to Standards and Procedures Manual of Montessori Educational Programs International, *with change 6 August 15, 2004*

Name of Program \_\_\_\_\_

Program Director \_\_\_\_\_

Location of Program \_\_\_\_\_

Directions: Ratings are on a scale of 1 to 5 with 1 being poor and 5 being excellent. Please circle your choice and include any comments on the back of the form.

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. The content of the academic phase was appropriate to my needs.                                 | 1 | 2 | 3 | 4 | 5 |
| 2. The academic content increased my knowledge and skill.   | 1 | 2 | 3 | 4 | 5 |
| 3. The material was presented in an orderly and concise manner.                                   | 1 | 2 | 3 | 4 | 5 |
| 4. Materials used were helpful in understanding the program content. (pictures, charts, handouts) | 1 | 2 | 3 | 4 | 5 |
| 5. The director was organized and prepared.   | 1 | 2 | 3 | 4 | 5 |
| 6. Materials were organized and well prepared.  | 1 | 2 | 3 | 4 | 5 |
| 7. The presenter was skilled in conducting training. (good Communication skills, creative, etc)   | 1 | 2 | 3 | 4 | 5 |
| 8. The presenter was knowledgeable.   | 1 | 2 | 3 | 4 | 5 |
| 9. The presenter was sensitive to my learning style.  | 1 | 2 | 3 | 4 | 5 |
| 10. Overall program rating.   | 1 | 2 | 3 | 4 | 5 |

How would you improve this training?