

Section A (Infant & Toddler Intern Demonstration/Proficiency Checklist), to Chapter 1 (Infant & Toddler Program), to Book II (Teacher Education), to Standards and Procedures Manual of Montessori Educational Programs International, August 15, 2015

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 teacher holding an Infant and Toddler MACTE credentialed certificate 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 _____

All Certified Teachers that have initialed in the Mastered Column:

Signature _____ Initials _____ Date _____

Signature _____ Initials _____ Date _____

Signature _____ Initials _____ Date _____

Signature _____ Initials _____ Date _____

Signature of Program Director _____ Date _____

Section A (Infant & Toddler Intern Demonstration/Proficiency Checklist), to Chapter 1 (Infant & Toddler Program), to Book II (Teacher Education), to Standards and Procedures Manual of Montessori Educational Programs International, with change 8 August 15, 2015

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

1. Carrying Processes

- a. Chair _____
- b. Table _____
- c. Rug _____
- d. Tray _____
- e. Basket _____
- f. Tray with object _____
- g. Pitcher with liquid _____
- h. Cup with liquid _____
- i. Plate with food _____
- j. Books _____
- k. Scissors _____
- l. _____
- m. _____

2. Grace and Courtesy Processes

- a. Greeting _____
- b. How to walk in a classroom _____
- c. How to sit on the line _____
- d. How to walk around the outside of the line _____
- e. How to walk on the line _____
- f. How to walk holding a rope _____
- g. Waiting in line/taking turns _____
- h. Walking in a line/hands behind back _____
- i. How to walk around a work mat _____
- j. How to unroll/roll a work mat _____
- k. How to watch someone work _____
- l. How to restore the environment _____
- m. How to push in a chair _____
- n. How to open and close doors _____
- o. How to stop for the bell _____
- p. _____
- q. _____

Section A (Infant & Toddler Intern Demonstration/Proficiency Checklist), to Chapter 1 (Infant & Toddler Program), to Book II (Teacher Education), to Standards and Procedures Manual of Montessori Educational Programs International, with change 8 August 15, 2015

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

3. Care of Self Processes

- a. How to put on a coat _____
- b. How to hang a coat _____
- c. How to dress _____
- d. Put on/take off shoes-put away _____
- e. Put on/take off socks-put away _____
- f. Hair combing/brushing _____
- g. Nose blowing _____
- h. Infant diapering process _____
- i. Bathroom processes _____
 - 1. Stand up diapering _____
 - a. Pull down/pull up clothes _____
 - b. Take off/put on diaper _____
 - 2. Potty independence learning _____
- k. _____
- l. _____

4. Fine Motor Development Processes

- a. Open-close containers _____
- b. Sponging _____
- c. Hand transfer _____
- d. Dry/grain transfer (pouring) _____
- e. Dry/grain transfer (spooning) _____
- f. Liquid transfer (pouring) _____
- g. Liquid transfer (spooning) _____
- h. Funnel pouring _____
- i. Hammering _____
- j. Tonging/tweezing _____
- k. Clothes pinning _____
- l. Liquid color mixing _____
- m. Sifting _____
- n. Straining _____
- o. Ladling _____
- p. Screwing _____
- q. _____
- r. _____

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

5. Care of the Environment Processes

a. How to dust	_____	_____	_____	_____
b. How to mop	_____	_____	_____	_____
c. How to sweep/dustpan	_____	_____	_____	_____
1. Crumbs	_____	_____	_____	_____
2. Floor	_____	_____	_____	_____
d. Plant care	_____	_____	_____	_____
1. Spray bottle	_____	_____	_____	_____
2. Watering can	_____	_____	_____	_____
e. Flower arranging	_____	_____	_____	_____
f. Folding	_____	_____	_____	_____
g.	_____	_____	_____	_____
h.	_____	_____	_____	_____

6. Dressing Frames

a. Velcro	_____	_____	_____	_____
b. Button	_____	_____	_____	_____
c. Snap	_____	_____	_____	_____
d. Zip	_____	_____	_____	_____
e. Eye/hook	_____	_____	_____	_____
f. Buckle	_____	_____	_____	_____
g.	_____	_____	_____	_____

7. Water Exercises

a. Hand washing	_____	_____	_____	_____
b. Table/chair washing/wiping	_____	_____	_____	_____
c. Washing	_____	_____	_____	_____
1. Baby	_____	_____	_____	_____
2. Animal	_____	_____	_____	_____
3. Window	_____	_____	_____	_____
4. Mirror	_____	_____	_____	_____
5. Vegetable (scrubber brush)	_____	_____	_____	_____
d. Whisking-eggbeater	_____	_____	_____	_____
e.	_____	_____	_____	_____
f.	_____	_____	_____	_____

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

8. Food Preparation

a. Table setting	_____	_____	_____	_____
b. Food preparation	_____	_____	_____	_____
1. Cutting	_____	_____	_____	_____
2. Spreading	_____	_____	_____	_____
3. Slicing	_____	_____	_____	_____
4. Mashing	_____	_____	_____	_____
5. Peeling	_____	_____	_____	_____
c. Infant food processes				
1. Bottle feeding experience	_____	_____	_____	_____
2. Lap feeding experience	_____	_____	_____	_____
3. Weaning table experience	_____	_____	_____	_____
4. Food tray preparation	_____	_____	_____	_____
d. Toddler food processes				
1. Individual snack experience	_____	_____	_____	_____
2. Group snack experience	_____	_____	_____	_____
3. Lunch experience	_____	_____	_____	_____
e.	_____	_____	_____	_____
f.	_____	_____	_____	_____

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

1. Visual discrimination (Seeing)

a. Stacking blocks	_____	_____	_____	_____
b. Shapes/solids	_____	_____	_____	_____
c. Colors	_____	_____	_____	_____
d. Puzzles	_____	_____	_____	_____
e. Stringing beads	_____	_____	_____	_____
f. Sewing cards- lacing	_____	_____	_____	_____
g. Pictures	_____	_____	_____	_____
h. Mobile	_____	_____	_____	_____
i. Varying heights	_____	_____	_____	_____
j.	_____	_____	_____	_____
k.	_____	_____	_____	_____

2. Auditory discrimination (Hearing)

a. Musical instruments	_____	_____	_____	_____
b. Music time (daily)	_____	_____	_____	_____
c. Loud and soft (volume)	_____	_____	_____	_____
d. Various music genres	_____	_____	_____	_____
e. Wind chime	_____	_____	_____	_____
f.	_____	_____	_____	_____
g.	_____	_____	_____	_____

Section A (Infant & Toddler Intern Demonstration/Proficiency Checklist), to Chapter 1 (Infant & Toddler Program), to Book II (Teacher Education), to Standards and Procedures Manual of Montessori Educational Programs International, with change 8 August 15, 2015

Sensorial	Presented	Practiced	Mastered	
	Date	Date	Date	Certified Teacher's Initials
3. Olfactory discrimination (Smelling)				
a. Smelling exercises	_____	_____	_____	_____
b. Sachet bags	_____	_____	_____	_____
c.	_____	_____	_____	_____
4. Gustatory discrimination (Taste)				
a. Tasting exercises	_____	_____	_____	_____
b.	_____	_____	_____	_____
5. Baric Discrimination (Pressure/Weight)				
a. Carrying/pushing a weighted object				
1. Backpack	_____	_____	_____	_____
2. Jug/carton/pail	_____	_____	_____	_____
3. A weight	_____	_____	_____	_____
b. Heavy vs. light	_____	_____	_____	_____
c.	_____	_____	_____	_____
6. Thermic Discrimination (Temperature)				
a. Ice pack	_____	_____	_____	_____
b. Hot pack	_____	_____	_____	_____
c.	_____	_____	_____	_____
7. Stereognostic Discrimination (Muscular Sense)				
a. Mystery bag	_____	_____	_____	_____
b. Mystery box	_____	_____	_____	_____
c.	_____	_____	_____	_____
8. Tactile Discrimination (Touch)				
a. Textures				
1. Rough and smooth	_____	_____	_____	_____
2. Soft and scratchy	_____	_____	_____	_____
3. Velvet and satin	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
b. Object properties	_____	_____	_____	_____
c. Rugs/cushion/mat, etc.	_____	_____	_____	_____
9. Kinesthetic Discrimination (Sense of Body Awareness)				
a. Step stool	_____	_____	_____	_____
b. Jumping	_____	_____	_____	_____
c. Hopping	_____	_____	_____	_____
d. Working on a mat	_____	_____	_____	_____
e. Swinging/spinning objects	_____	_____	_____	_____
f. Sliding/rocking objects	_____	_____	_____	_____
g.	_____	_____	_____	_____

Section A (Infant & Toddler Intern Demonstration/Proficiency Checklist), to Chapter 1 (Infant & Toddler Program), to Book II (Teacher Education), to Standards and Procedures Manual of Montessori Educational Programs International, with change 8 August 15, 2015

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

1. Preliminary

- | | | | | |
|--------------------------------|-------|-------|-------|-------|
| a. Sorting | _____ | _____ | _____ | _____ |
| b. Counting exercises | _____ | _____ | _____ | _____ |
| c. Patterning/sequencing | _____ | _____ | _____ | _____ |
| d. Classification/categorizing | _____ | _____ | _____ | _____ |

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

1. Reading Readiness

- | | | | | |
|--------------------------------|-------|-------|-------|-------|
| a. Patterning/sequencing | _____ | _____ | _____ | _____ |
| b. Classification/categorizing | _____ | _____ | _____ | _____ |
| c. Same and different concept | _____ | _____ | _____ | _____ |
| d. Naming exercises | _____ | _____ | _____ | _____ |
| e. Story reading | _____ | _____ | _____ | _____ |
| f. Picture reading | _____ | _____ | _____ | _____ |
| g. Environment cards | _____ | _____ | _____ | _____ |
| h. Matching | | | | |
| 1. Object to object | _____ | _____ | _____ | _____ |
| 2. Object to picture | _____ | _____ | _____ | _____ |
| 3. Picture to picture | _____ | _____ | _____ | _____ |
| i. Matching to silhouettes | _____ | _____ | _____ | _____ |
| j. Puzzles | _____ | _____ | _____ | _____ |
| k. | _____ | _____ | _____ | _____ |
| l. | _____ | _____ | _____ | _____ |
| m. | _____ | _____ | _____ | _____ |

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

- | | | | | |
|----------------------------------|-------|-------|-------|-------|
| a. Crunching tissue paper | _____ | _____ | _____ | _____ |
| b. Tearing paper | _____ | _____ | _____ | _____ |
| c. Cutting | _____ | _____ | _____ | _____ |
| d. Gluing | _____ | _____ | _____ | _____ |
| e. Marking with writing utensils | | | | |
| 1. Using crayon | _____ | _____ | _____ | _____ |
| 2. Using marker | _____ | _____ | _____ | _____ |
| 3. Using pen | _____ | _____ | _____ | _____ |
| 4. Using pencil | _____ | _____ | _____ | _____ |
| 5. Using colored pencil | _____ | _____ | _____ | _____ |
| 6. Using wax crayon | _____ | _____ | _____ | _____ |

Section A (Infant & Toddler Intern Demonstration/Proficiency Checklist), to Chapter 1 (Infant & Toddler Program), to Book II (Teacher Education), to Standards and Procedures Manual of Montessori Educational Programs International, with change 8 August 15, 2015

Art	Presented	Practiced	Mastered	
	Date	Date	Date	Certified Teacher's Initials
f. Clay/play dough	_____	_____	_____	_____
g. Paint				
1. Finger	_____	_____	_____	_____
2. Easel (with paintbrush)	_____	_____	_____	_____
3. Paper (with paintbrush)	_____	_____	_____	_____
4. Q Tip	_____	_____	_____	_____
5. Cotton	_____	_____	_____	_____
6. Stamps	_____	_____	_____	_____
7. Dot pen/markers	_____	_____	_____	_____
8. Color mixing	_____	_____	_____	_____
9.	_____	_____	_____	_____
h. Water colors	_____	_____	_____	_____
i. Chalk				
1. Easel/chalkboard	_____	_____	_____	_____
2. Paper	_____	_____	_____	_____
j. Stickers	_____	_____	_____	_____
k. Tracing				
1. Inside an object	_____	_____	_____	_____
2. Outside an object	_____	_____	_____	_____
l. Mosaics	_____	_____	_____	_____
m. Stamping	_____	_____	_____	_____
n. Embossing	_____	_____	_____	_____
o. Shaving cream art	_____	_____	_____	_____
p. Painting art in a bag	_____	_____	_____	_____
q. Art pictures/photography	_____	_____	_____	_____
r. Other art experiences	_____	_____	_____	_____
s.	_____	_____	_____	_____

Science	Presented	Practiced	Mastered	
	Date	Date	Date	Certified Teacher's Initials
a. Naming activities				
1. Categories –insects, zoo, etc.	_____	_____	_____	_____
2. Classification- species, clouds	_____	_____	_____	_____
b. Textures	_____	_____	_____	_____
c. Water experiments				
1. Sink and float	_____	_____	_____	_____
2. Color making/mixing	_____	_____	_____	_____
3. Celery/flower colored	_____	_____	_____	_____
d. Classroom experiment				
1. Sprouting/planting	_____	_____	_____	_____
2. Life cycle	_____	_____	_____	_____
3. Volcano	_____	_____	_____	_____

Section A (Infant & Toddler Intern Demonstration/Proficiency Checklist), to Chapter 1 (Infant & Toddler Program), to Book II (Teacher Education), to Standards and Procedures Manual of Montessori Educational Programs International, with change 8 August 15, 2015

Geography Physical and Multicultural	Presented	Practiced	Mastered	
	Date	Date	Date	Certified Teacher's Initials
a. Calendars (time sequence)	_____	_____	_____	_____
b. Time line	_____	_____	_____	_____
c. Celebration of life	_____	_____	_____	_____
d. Animals around the world	_____	_____	_____	_____
e. People around the world	_____	_____	_____	_____
f. Multicultural books/pictures	_____	_____	_____	_____
g. Land, air, and water	_____	_____	_____	_____
h.	_____	_____	_____	_____
i.	_____	_____	_____	_____

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

1. Peace Table/Corner

a. Plant	_____	_____	_____	_____
b. Pillow	_____	_____	_____	_____
c. Leaf	_____	_____	_____	_____
d. Feather	_____	_____	_____	_____
e. Looking jar	_____	_____	_____	_____
f. Zen garden	_____	_____	_____	_____
g. Sand tray	_____	_____	_____	_____
h. Picture	_____	_____	_____	_____
i. Wind chime	_____	_____	_____	_____
j. Hourglass	_____	_____	_____	_____
k. Birdfeeder	_____	_____	_____	_____
l. Mirror	_____	_____	_____	_____
m.	_____	_____	_____	_____
n.	_____	_____	_____	_____

Classroom Management	Observed	Not Observed	Certified Teacher's Initials
-----------------------------	-----------------	---------------------	------------------------------

1. Follows a routine

a. Greeting	_____	_____	_____
b. Diapering	_____	_____	_____
c. Group time (Circle time)	_____	_____	_____
d. Snack time	_____	_____	_____
e. Music time	_____	_____	_____
f. Independent work time	_____	_____	_____

Section A (Infant & Toddler Intern Demonstration/Proficiency Checklist), to Chapter 1 (Infant & Toddler Program), to Book II (Teacher Education), to Standards and Procedures Manual of Montessori Educational Programs International, with change 8 August 15, 2015

Classroom Management	Observed	Not Observed	Certified Teacher's Initials
g. Outside time	_____	_____	_____
h. Lunch preparation	_____	_____	_____
i. Lunch	_____	_____	_____
j. Lunch restoration	_____	_____	_____
k. Nap time preparation	_____	_____	_____
l. Nap time	_____	_____	_____
m. Nap restoration	_____	_____	_____
n. Snack time	_____	_____	_____
o. Departure	_____	_____	_____
2. Consistency			
a. Interaction with child	_____	_____	_____
1. Follow through with instruction/feedback	_____	_____	_____
2. Voice level	_____	_____	_____
3. Body position while speaking	_____	_____	_____
4. Body movement while in environment	_____	_____	_____
5. Observation	_____	_____	_____
b. Interaction with adults	_____	_____	_____
1. Respectful attitude	_____	_____	_____
2. Positive interactions	_____	_____	_____
c. Interaction with parents, guardians, and grandparents	_____	_____	_____
1. Respectful attitude	_____	_____	_____
2. Positive interactions	_____	_____	_____

Summary:

Comments from supervising director: