



# **ADRIAN DOMINICAN MONTESSORI TEACHER EDUCATION INSTITUTE**

## **Adult Learner Reference File**

# Adult Learner Reference File Table of Contents

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## **Practicum Requirements**

### **I. PRACTICUM**

#### **A. Attendance**

The adult learner is required to work in a Montessori Early Childhood classroom, for at least half-day, under the daily supervision of a Montessori Head Teacher for one academic year (a minimum of 600 clock hours). Additionally, the adult learner is required to observe other Montessori early childhood classrooms and/or non-Montessori early childhood classrooms to complete eight required observations.

#### **B. Supervision and Monitoring**

The adult learner works under the direct, daily supervision of a credentialed (AMS,AMI, NCME or MACTE) Montessori Head Teacher with three years of experience. Three visits by a representative of ADMTEI are conducted during the practicum phase. The representative will observe the student teacher in the classroom followed by a meeting with the adult learner first and then the head teacher. If discussion of the visit is not possible on observation day, it will be held at a later scheduled date. Additionally, the Director of ADMTEI is available for consultation at mutually agreed upon date and time for both the director and the adult learner.

### **II. Created Materials Assignment**

#### **A. Objectives**

1. To develop two (2) self-made materials in each of the four major curriculum areas in order to learn the rationale and sequence of Montessori activities.
2. To place materials in appropriate curriculum area of the classroom.
3. To present activities to the children.

## **B. Evaluation for Material Effectiveness**

1. A form will be provided for the adult learner to complete.
2. A form will be provided by the adult learner to the supervising teacher to complete. (FIND ALL FORMS ONLINE)

## **C. Written Work**

1. Upon completion of these Original Material Assignments the adult learner will submit a copy of the original lesson plan
2. Both evaluation forms stapled together in the following order:
  - a. **Self-Made Activity Questionnaire**
  - b. **Head Teacher Evaluation**
  - c. **Lesson Plan**

## **D. Activity Display**

1. Two self-made Everyday Living and Sensorial materials during **the first January weekend** of classes
2. Two self-made Language and Math materials **during the second March** weekend of classes.
3. All adult learner -made activities reviewed and assessed by professor of record.

## **E. Target Dates**

1. Everyday Living lesson plans and forms due: Early October
2. Sensorial lesson plans and forms due: Mid-November
3. Language lesson plans and forms due: Early January
4. Math lesson plans and forms due: Mid-March

## **III. Albums**

- A. Each adult learner will be required to complete an album for each of the four major curriculum areas.**
- B. The Everyday Living and Sensorial albums: due at the second January weekend**
- C. The Math and Language albums due: at the April weekend**
- D. The instructor of each curriculum area will evaluate album**

### E. Target dates

1. Everyday Living & Sensorial albums: Mid-January
2. Language & Math albums: Mid-April
3. If albums are completed before the target dates, please submit it to the appropriate instructor for assessment.

## IV. Assignments

### A. Observation Assignment

1. Each adult learner is encouraged to observe at the Montessori Children's House of Lenawee on the Maple Avenue campus.
2. Observation time is scheduled for Friday mornings during the academic weekends.
3. Discussions based on observations take place during Classroom Leadership & Observation class on Friday afternoons.
4. Discussions will also help the adult learner improve observation skills and gain knowledge of the Montessori method.
5. Each adult learner will be required to record the date of each observation and the room in which he/she observed.
6. Comments and/or questions will be noted on the Observation Record form.
7. The Observation Record form is due by the May weekend.

### B. Child Development Project: Specifics will be provided in class. **THIS ASSIGNMENT SHOULD BE CLEARLY LABELED: CHILD DEVELOPMENT PAPER/CASE STUDY**

### C. Practicum Project Guidelines

1. Each adult learner will choose a topic and complete a project based on personal interests, interests of the Montessori classroom, and/or needs of the adult learner practicum site.  
**The adult learner will hand in the name of the topic by the first weekend of classes in October.** A form will be provided. **The adult learner is required to implement the project in the classroom of the Practicum Site.**
2. Ideas for the practicum project can be generated by the adult learner or in consultation with the supervising teacher and the faculty at the institute.

3. Each adult learner will present his/her project at the May academic weekend.
4. Presentations will be made to adult learners and faculty.
5. Each adult learner will also be required to submit a detailed and in-depth written paper outlining the project. The paper **must** include the following:

**a. Introduction**

- i. An explanation of why the topic was chosen**
- ii. An outline of the initial goals of the project**

**b. Explanation**

- i. An overall explanation of the project including samples of material, presentations, brochures, etc. (If applicable)**
- ii. An inclusion of photos or sketches, if possible**

**c. Summary**

- i. An explanation of the outcome of the project**
- ii. A personal evaluation of its success**

**d. References**

- i. List of resources cited**
- ii. List of resources consulted**

6. A completed copy of the paper will be submitted and kept on file at the institute. A minimum of 4-6 pages is required. Models for adult learners to view will be available in the lecture classroom in the Academy.

## **V. Written Exams**

### **A. Philosophy Journal**

1. Each adult learner will be required to keep a journal for the Philosophy curriculum.
2. The instructor will read and assess the adult learner's journal.

### **B. Child Development Exam (Open Book)**

1. Selection of questions to be addressed will be provided to adult learner during the first March meeting.

2. A completed copy of the exam in Child Development will be turned in during the final weekend.
3. **THIS ASSIGNMENT SHOULD BE CLEARLY LABELED:  
CHILD DEVELOPMENT EXAM**

#### **IV. End of Semester Evaluations**

##### **A. Assessment Forms for the first and second semesters are available to adult learners online, which must be**

1. Printed by the adult learner and given to the supervising teacher
2. Completed by the supervising teacher and discussed with the adult learner.
3. Signed by both the supervising teacher and the adult learner.
4. For self-directed student teachers it is suggested that the adult learner complete the form herself as a process of self-evaluation.

##### **B. Purpose of Assessment Forms**

1. To assess the student teacher's progress in the classroom during the first and second semesters.
2. The completion of these forms will provide the supervising teacher and adult learner with a formal opportunity to discuss the adult learner's ongoing development.
3. To assist adult learners as a catalyst for further growth and support between the supervising teacher and the student teacher.

##### **C. Target Dates**

1. First Semester Evaluation form due: Early January
2. Second Semester Evaluation form due: Mid-May

#### **VII. Adult Learner Practicum Checklist**

**A. This form is NEVER turned in. Its purpose is to assist the adult learner.**

**B. Copies of first, second and third observation forms are found in the back of the reference folder for adult learners to view.**

**PLEASE BE CERTAIN THAT ALL OF YOUR WORK INTENDED FOR SUBMITTAL IS ACCURATELY LABELED TO ENSURE PROPER AND TIMELY CREDIT TOWARD YOUR CREDENTIAL.**

**SAMPLE LESSON PLAN FORMAT**

NAME: \_\_\_\_\_ DATE \_\_\_\_\_

NAME OF ACTIVITY:

AREA: GENERALSPECIFIC

MATERIALS:

AIMS: DIRECTINDIRECT

PREPARATION:

AGE:

PRESENTATION:

LANGUAGE:

POINTS OF INTEREST:

CONTROL OF ERROR:

VARIATIONS:

EXTENSIONS:

SOURCES:

## SAMPLE LESSON PLAN

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

Name of Activity	Specific Work, i.e. <i>Sponge Squeezing</i>
Area:	<u>General</u> : Name of Curriculum Area (EDL) <u>Specific</u> : Which area of this general curriculum, i.e. Physical Skills
Materials:	List every object necessary for this activity. Include photo or illustration
Aims:	<u>Direct</u> : The inner reason the teacher has for providing this activity, i.e. concentration, coordination, etc. <u>Indirect</u> : The specific skills the child will acquire upon successful completion of this activity.
Preparation:	List activities the child needs to have completed prior to this one.
Presentation:	List the steps in completing this work. Be concise yet thorough.
Language:	List those words of objects or actions that the child needs to know.
Points of Interest:	List those aspects that attract the child to this work.
Control of Error:	List the senses and/or aspects built into the work to help the child correctly complete this activity.
Variations:	How can you change the objects already included in this activity to <u>vary</u> it?
Extensions:	How can you add to this activity to <u>extend</u> the skills being learned?
Source:	You generally source the presenter. If you are adapting someone else's lesson plan, make corrections in it and reword it to fit the way <u>you</u> intend to present this activity.
Source:	Ann Burke Neubert, Northeast Montessori Institute, 1987.
Revised by:	Debra Gorman Cagle, Adrian Dominican Montessori Teacher Education Institute, 1995-96

## Activity Questionnaire

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

Name of Activity \_\_\_\_\_

General Curriculum Area \_\_\_\_\_

1. Provide rationale for developing this activity. What need in the children was it designed to meet?

2. How did you notice this need and design this activity?

3. Presentation:

Please answer the following questions after your initial activity presentation:

a. Is there any part of this presentation that you will change? If so, why?

b. Was anything missing?

c. Did the children respond to the point of interest (s)?

d. Did the children choose your activity after the initial presentation?

## Adult Learner-Made Activity Questionnaire – Page 2

## 4. Observation:

Please answer the following questions after observing children working with your activity:

- a. Was the activity easily removed from the shelf?
- b. Did the children select the activity more or less times that you expected?
- c. Was the level of difficulty appropriate for the needs of the children?
- d. Was the control of error present? Did you modify anything? Please explain.
- e. Did the children vary your activity as they worked with it? Did you anticipate the variation?
- f. Do you have any ideas for other activities after observing the children working this activity?
- g. What developmental level of operation (social, cognitive, physical, emotional, etc.) was evident during your observation?

Other Comments:

## Head Teacher Evaluation

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

Name of Activity \_\_\_\_\_

General Curriculum Area \_\_\_\_\_

1. Is the material attractive and complete? What suggestions, if any, do you have for the design of the material?
2. Did the adult learner integrate this activity into the existing sequence and give rationale for doing so?
3. Is the activity interesting to the children? Does it meet the appropriate level of development?
4. Please list the most positive aspects of the presentation of this activity.
5. What suggestions do you have, if any, for improving the presentation?

Additional Comments:

Head Teacher's Signature \_\_\_\_\_

**ADRIAN DOMINICAN MONTESSORI TEACHER EDUCATION INSTITUTE**  
1257 EAST SIENA HEIGHTS DRIVE ADRIAN, MI 49221 517-266-3415

**ALBUM EVALUATION**

**CURRICULUM SUBJECT OF ALBUM:** EVERYDAY LIVING

**ADULT LEARNER:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**REVIEWED BY:** \_\_\_\_\_ **SIGNATURE:** \_\_\_\_\_

**ALBUM IS:** Accepted \_\_\_\_\_ Not Accepted \_\_\_\_\_ Incomplete \_\_\_\_\_

\_\_\_\_\_ **Album has complete Introductory Section:**

- \_\_\_\_\_ Introduction/Philosophy
- \_\_\_\_\_ Explanation of Seguin Three-Period Lesson, if applicable
- \_\_\_\_\_ Suggested Sample Lesson Plan
- \_\_\_\_\_ Class Related Notes

\_\_\_\_\_ **Adequate Number of Lesson Plans Reworked by the Student:**

- \_\_\_\_\_ Table of Contents
- \_\_\_\_\_ Tab Sections
- \_\_\_\_\_ Lesson plan in Sequence with Clear Categories  
(Sequence is explained if different from recommended)
- \_\_\_\_\_ Lesson Plans are Complete
- \_\_\_\_\_ Lesson Plans are Easy to Understand
- \_\_\_\_\_ Lesson Plans are Illustrated or Have Accompanying Photograph
- \_\_\_\_\_ Source/References are Listed on each Lesson Plan

\_\_\_\_\_ **Lesson Plans Written by Adult Learner Reveal an Understanding of How to Record**

\_\_\_\_\_ Names of Lessons Designed by Adult Learner

\_\_\_\_\_

- \_\_\_\_\_ Materials
- \_\_\_\_\_ Aims: Direct and Indirect
- \_\_\_\_\_ The Fundamental Presentation
- \_\_\_\_\_ Language
- \_\_\_\_\_ Points of Interest
- \_\_\_\_\_ Control of Error
- \_\_\_\_\_ Variations and Extensions
- \_\_\_\_\_ Sources

**Comments and Recommendations:**

**ADRIAN DOMINICAN MONTESSORI TEACHER EDUCATION INSTITUTE**  
1257 EAST SIENA HEIGHTS DRIVE ADRIAN, MI 49221 517-266-3415

**SENSORIAL EVALUATION**

**ADULT LEARNER:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**REVIEWED BY:** \_\_\_\_\_ **SIGNATURE:** \_\_\_\_\_

**ALBUM IS:** Accepted \_\_\_\_\_ Not Accepted \_\_\_\_\_ Incomplete \_\_\_\_\_

\_\_\_\_\_ **Album has complete Introductory Section:**

- \_\_\_\_\_ Introduction/Philosophy
- \_\_\_\_\_ Explanation of Seguin Three-Period Lesson
- \_\_\_\_\_ Suggested Sample Lesson Plan
- \_\_\_\_\_ Class Related Notes

\_\_\_\_\_ **Other Requirements**

- \_\_\_\_\_ Table of Contents with originals
- \_\_\_\_\_ Tab Sections
- \_\_\_\_\_ Silence Assignment
- \_\_\_\_\_ Gustatory Assignment

\_\_\_\_\_ **Original Lesson Plans Written by Adult Learner Reveal an Understanding of How to Record**

\_\_\_\_\_ Names of Lessons Designed by Student  
\_\_\_\_\_

- \_\_\_\_\_ Materials
- \_\_\_\_\_ Aims: Direct and Indirect
- \_\_\_\_\_ The Fundamental Presentation
- \_\_\_\_\_ Language
- \_\_\_\_\_ Points of Interest
- \_\_\_\_\_ Control of Error
- \_\_\_\_\_ Variations and Extensions
- \_\_\_\_\_ Sources

**Comments and Recommendations:**

**ADRIAN DOMINICAN MONTESSORI TEACHER EDUCATION INSTITUTE**  
1257 EAST SIENA HEIGHTS DRIVE ADRIAN, MI 49221 517-266-3415

**LANGUAGE EVALUATION**

**ADULT LEARNER:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**REVIEWED BY:** \_\_\_\_\_ **SIGNATURE:** \_\_\_\_\_

**ALBUM IS:** Accepted \_\_\_\_\_ Not Accepted \_\_\_\_\_ Incomplete \_\_\_\_\_

\_\_\_\_\_ **Album has complete Introductory Section:**

- \_\_\_\_\_ Introduction/Philosophy
- \_\_\_\_\_ Explanation of Seguin Three-Period Lesson, if applicable
- \_\_\_\_\_ Suggested Sample Lesson Plan
- \_\_\_\_\_ Class Related Notes
- \_\_\_\_\_ Tab Sections

\_\_\_\_\_ **Original Lesson Plans Written by Adult Learner Reveal an Understanding of How to Record**

\_\_\_\_\_ Names of Lessons Designed by Student

\_\_\_\_\_

- \_\_\_\_\_ Materials
- \_\_\_\_\_ Aims: Direct and Indirect
- \_\_\_\_\_ The Fundamental Presentation
- \_\_\_\_\_ Language
- \_\_\_\_\_ Points of Interest
- \_\_\_\_\_ Control of Error
- \_\_\_\_\_ Variations and Extensions
- \_\_\_\_\_ Sources

**Comments and Recommendations:**

**ADRIAN DOMINICAN MONTESSORI TEACHER EDUCATION INSTITUTE**  
1257 EAST SIENA HEIGHTS DRIVE ADRIAN, MI 49221 517-266-3415

**ALBUM EVALUATION**

**CURRICULUM SUBJECT OF ALBUM: MATH**

**ADULT LEARNER: \_\_\_\_\_ DATE: \_\_\_\_\_**

**REVIEWED BY: \_\_\_\_\_ SIGNATURE: \_\_\_\_\_**

**ALBUM IS: Accepted \_\_\_\_\_ Not Accepted \_\_\_\_\_ Incomplete \_\_\_\_\_**

\_\_\_\_\_ **Album has complete Introductory Section:**

- \_\_\_\_\_ Introduction/Philosophy
- \_\_\_\_\_ Explanation of Seguin Three-Period Lesson, if applicable
- \_\_\_\_\_ Suggested Sample Lesson Plan
- \_\_\_\_\_ Class Related Notes

\_\_\_\_\_ **Adequate Number of Lesson Plans Reworked by the Adult Learner:**

- \_\_\_\_\_ Table of Contents
- \_\_\_\_\_ Tab Sections
- \_\_\_\_\_ Lesson plan in Sequence with Clear Categories  
(Sequence is explained if different from recommended)
- \_\_\_\_\_ Lesson Plans are Complete
- \_\_\_\_\_ Lesson Plans are Easy to Understand
- \_\_\_\_\_ Lesson Plans are Illustrated or Have Accompanying Photograph
- \_\_\_\_\_ Source/References are Listed on each Lesson Plan

\_\_\_\_\_ **Lesson Plans Written by Adult Learner Reveal an Understanding of How to Record**

\_\_\_\_\_ Names of Lessons Designed by Adult Learner  
\_\_\_\_\_

- \_\_\_\_\_ Materials
- \_\_\_\_\_ Aims: Direct and Indirect
- \_\_\_\_\_ The Fundamental Presentation
- \_\_\_\_\_ Language
- \_\_\_\_\_ Points of Interest
- \_\_\_\_\_ Control of Error
- \_\_\_\_\_ Variations and Extensions
- \_\_\_\_\_ Sources

**Comments and Recommendations:**

## OBSERVATION RECORD

Name \_\_\_\_\_ Hand-in Date: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Head Teacher: \_\_\_\_\_ School: \_\_\_\_\_

Comments:

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Head Teacher: \_\_\_\_\_ School: \_\_\_\_\_

Comments:

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Head Teacher: \_\_\_\_\_ School: \_\_\_\_\_

Comments:

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Head Teacher: \_\_\_\_\_ School: \_\_\_\_\_

Comments:

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Head Teacher: \_\_\_\_\_ School: \_\_\_\_\_

Comments:

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Head Teacher: \_\_\_\_\_ School: \_\_\_\_\_

Comments:

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Head Teacher: \_\_\_\_\_ School: \_\_\_\_\_

Comments:



## **CHILD DEVELOPMENT PRIMARY ASSIGNMENT**

**Assignments will be required based upon previous educational background and experience.**

- 1. High school & community college graduates:** summary of four JOURNAL articles on One topic in child development & reflection page
- 2. College graduates (bachelor's degree): two choices**
  - a. Literature review: one topic **OR**
  - b. Child case study (year-long project)
- 3. Graduate school students: two choices**
  - a. Research-based paper **OR**
  - b. Creative self-developed project (outline to professor required)

**CHILD DEVELOPMENT  
PRIMARY ASSIGNMENT  
Sign-up Form**

**Adult Learner's Name**\_\_\_\_\_

**Educational background (check one):**

High school graduate\_\_\_\_\_

Community college graduate (AA)\_\_\_\_\_

Four-year college/university graduate (Bachelor's degree) or  
Equivalent\_\_\_\_\_

GRADUATE SCHOOL OR POST GRAD\_\_\_\_\_

I understand that my primary assignment for the child development class  
is based upon my past educational/ACADEMIC experience.

\_\_\_\_\_  
Adult learner signature

\_\_\_\_\_  
Date



**PRACTICUM PROJECT TOPIC FORM**  
**Due: First weekend of classes in October**

**Adult Learner's Name** \_\_\_\_\_

**Topic/Subject** \_\_\_\_\_

**Outline/Plan of Action** \_\_\_\_\_

**Practicum Site** \_\_\_\_\_

**Supervising Teacher's Name** \_\_\_\_\_



## PRACTICUM PROJECT EVALUATION FORM FOR INSTRUCTORS

Adult Learner's Name \_\_\_\_\_

Topic/Subject \_\_\_\_\_

### Presentation

Delivery \_\_\_\_\_

\_\_\_\_\_

Content \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Materials/Activities \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Accepted \_\_\_\_\_ Not Accepted \_\_\_\_\_

Recommendations \_\_\_\_\_

\_\_\_\_\_

Instructor's Name \_\_\_\_\_ Date \_\_\_\_\_

Instructor's Signature \_\_\_\_\_ Date \_\_\_\_\_



## Adult Learner Observation Report 1

<b>Adult Learner:</b>	
<b>Field Consultant:</b>	
<b>Supervising Teacher:</b>	
<b>Practicum Site:</b>	
<b>Address:</b>	
<b>Date:</b>	
<b>Observation Time:</b>	
<b>Conference Time:</b>	

**Field Consultant:** Please complete this report and make two copies. Send one copy to the adult learner, keep one copy for your file and send this report to along with your expense voucher to:

**Sister Leonor J. Esnard, OP  
ADMTEI  
1257 E Siena Heights Drive  
Adrian MI 49221**

Please complete all forms within two weeks of your observation. Your immediate attention will assist our administration and enhance the effectiveness of your observation visit for the adult learner. Thank you.

Sincerely,

Sister Leonor J. Esnard, O.P  
Practicum Coordinator





3. Please list any specific recommendations of classroom procedures based on the adult learner observation.

4. Please list any additional comments related to the adult learner's involvement in the classroom or to the discussion of his/her practicum experience.

\_\_\_\_\_  
Signature of Field Consultant

\_\_\_\_\_  
Date



## Adult Learner Observation Report 2

<b>Adult Learner:</b>	
<b>Field Consultant:</b>	
<b>Supervising Teacher:</b>	
<b>Practicum Site:</b>	
<b>Address:</b>	
<b>Date:</b>	
<b>Observation Time:</b>	
<b>Conference Time:</b>	

**Field Consultant:** Please complete this report and make two copies. Send one copy to the adult learner, keep one copy for your file and send this report along with your expense voucher to:

**Sister Leonor J. Esnard, OP  
ADMTEI  
1257 E Siena Heights Drive  
Adrian MI 49221**

Please complete all forms within two weeks of your observation. Your immediate attention will assist our administration and enhance the effectiveness of your observation visit for the adult learner.  
Thank you.

Sincerely,

Sister Leonor J. Esnard, OP

**Overall Review of the Classroom**

1. Does the adult learner appear comfortable and generally involved in the classroom routines?

Please comment:

2. Does the adult learner interact effectively with children in the classroom?

Please comment:

3. Does the adult learner assist children with activities in a clear and helpful manner?

Please comment:

4. Are the lessons being given by the adult learner structured to the child's level of interest and understanding?

Please comment:

5. List areas of the classroom that the adult learner was observed giving lessons or assisting children with materials:

6. Is the adult learner able to remain aware of the entire class while involved with one child or a small group of children?  
Please comment:

7. Does the adult learner respond and intervene in situations when necessary, and stand back when intervention is not necessary?  
Please comment:

8. Does the adult learner reinforce the ground rules effectively?  
Please comment:

9. Does the adult learner interact and speak with the children in a positive manner?  
Please comment:



3. Please list any specific recommendations of classroom procedures based on the adult learner observation:

4. Please list any additional comments of your own related to the adult learner's involvement in the classroom or to your discussion of his/her practicum experience:

---

Signature of Field Consultant

---

Date



### Adult Learner Observation Report 3

<b>Adult Learner:</b>	
<b>Field Consultant:</b>	
<b>Supervising Teacher:</b>	
<b>Practicum Site:</b>	
<b>Address:</b>	
<b>Date:</b>	
<b>Observation Time:</b>	
<b>Conference Time:</b>	

**Observer:** Please complete this report and make two copies. Send one copy to the adult learner, keep one copy for your file and send this report to along with your expense voucher to:

**Sister Leonor J. Esnard, OP  
ADMTEI  
1257 E Siena Heights Drive  
Adrian MI 49221**

Please complete all forms within two weeks of your observation. Your immediate attention will assist our administration and enhance the effectiveness of your observation visit for the adult learner.

This is the final observation report. It should reflect your observations, and your discussions with the adult learner as well as the progress and overall ability of the adult learner. Thank you.

Sincerely,

Sister Leonor J. Esnard, OP



5. Please evaluate the adult learner 's awareness and understanding of curriculum development and sequence:

6. Please evaluate the adult learner's ability to schedule a day, including transitions:

**Review with the Adult Learner:**

After your observation it is important to consult with the adult learner. Please complete the following questions to summarize your discussion.

1. Please list strengths the adult learner sees her/himself as having:

2. Please list areas in which the adult learner feels she/he needs improvement:



## Adult Learner Practicum Evaluation 1<sup>st</sup> Semester

Adult Learner Name \_\_\_\_\_

Dear Supervising Teacher:

The purpose of this evaluation is to promote communication between you and the adult learner regarding the progress of the adult learner in your classroom. Please use this form as a structure for mutual discussion and agreement. If additional space is needed feel free to write on the reverse side of the evaluation.

**Please be sure both you and the adult learner sign this form and return it to ADMTEI by January 31<sup>st</sup>. Thank you.**

### **WORK WITH THE CHILDREN:**

1. Does the adult learner relate well to the children?
  
2. Is the adult learner able to work effectively with very young children?  
  
with older children?
  
3. Is the adult learner able to work effectively with children experiencing behavioral problems in the classroom?
  
4. Is the adult learner comfortable stimulating and challenging children in the classroom?
  
5. Does the adult learner know how to follow a child's spontaneous interest?
  
6. Does the adult learner know how to structure an activity to the child's level?

7. Is the adult learner sensitive to the children's needs?
8. Is the adult learner able to arouse a child's interest in an activity?
9. Does the adult learner understand the patterns of development of young children as it relates to the classroom?
10. Does the adult learner encourage the children express their ideas?

**ROLE AS A TEACHER:**

11. Can the adult learner observe children and make effective use of his/her knowledge from these observations?
12. Is the adult learner able to keep relevant notes about the children's activities and progress?
13. Is the adult learner able to stand back, observe and not intrude upon the children necessary?
14. Is the adult learner careful not to make premature judgments about children?
15. Is the adult learner aware of his/her role as a model for the children?

**CLASSROOM MANAGEMENT, THE ENVIRONMENT AND WORK WITH MATERIALS:**

16. Does the adult learner know the appropriate use and sequence of the Montessori materials?
17. Is the adult learner able to work effectively with materials in all curriculum areas?
18. In what curriculum area (if any) does the adult learner need more practice with materials?
19. Is the adult learner effective with line activities?
20. Does the adult learner know how to plan and structure a lesson?
21. Does the adult learner know how to create and structure new learning materials?
22. Is the adult learner developing an awareness of how to design and prepare the environment?
23. Does the adult learner present materials clearly?
24. Is the adult learner able to give:
  - a) an individual lesson to one child?
  - b) a small group lesson to several children?

c) a large group activity to the entire class?

25. Does the adult learner use good judgment when reinforcing the ground rules?

**INTERACTION WITH ADULTS:**

26. Is the adult learner able to communicate effectively with other adults in the classroom?

27. Is the adult learner open and honest in expressing ideas to other adults in the school?

28. Is the adult learner able to listen to others' ideas openly and change his/her own ideas when necessary?

29. Does the adult learner relate to parents in a professional, cooperative way?

**OVERALL:**

30. What strengths does the adult learner exhibit?

31. Please share any suggestions for the adult learner's continued development.

**SIGNATURES:**

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Adult Learner

\_\_\_\_\_  
Date



- A. Environmental Preparation and Maintenance: aesthetics, order, cleanliness, safety, etc.  
Strengths:

Areas needing improvement:

- B. Curriculum Preparation and Maintenance: preparation of teacher made materials, curriculum sequencing, updating, etc.

Strengths:

Areas needing improvement:

- C. Adult Learner/Child Interactions: rapport with individual children, ability to present materials and assist children.

Strengths:

Areas needing improvement:

- D. Adult Learner/Group Interactions: ability to work with a small group, ability to manage total group.

Strengths:

Areas needing improvement:

- E. Daily Scheduling: ability to supervise a daily routine, plan transitions, etc.

Strengths:

Areas needing improvement:

F. Adult Learner/Adult Interactions: ability to work effectively with staff and parents.  
Strengths:

Areas needing improvement:

5. Please indicate competency with materials by checking the following:

	Competent	Needs Work
A. Everyday Living	<input type="checkbox"/>	<input type="checkbox"/>
B. Sensorial	<input type="checkbox"/>	<input type="checkbox"/>
C. Math	<input type="checkbox"/>	<input type="checkbox"/>
D. Language	<input type="checkbox"/>	<input type="checkbox"/>
E. Science	<input type="checkbox"/>	<input type="checkbox"/>
F. Geography	<input type="checkbox"/>	<input type="checkbox"/>
G. Art	<input type="checkbox"/>	<input type="checkbox"/>
H. Music	<input type="checkbox"/>	<input type="checkbox"/>
I. Other:		
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____		

**OVERALL:**

6. What strengths does the adult learner exhibit?

7. Please share any suggestions for the adult learner's continued development.

8. Do you feel this adult learner is ready to accept the role as head teacher in a Montessori classroom?

Yes  No  Explain:

9. Does this adult learner feel she/he is ready to accept the role as head teacher in a Montessori classroom?

Yes  No  Explain:

**SIGNATURES:**

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Adult Learner

\_\_\_\_\_  
Date



## Adult Learner Practicum Check List

Dear Adult Learner,

Please fill out this form and use it for self-evaluation and for preparation of your observation visits. These questions will be considered by your practicum observer. They can also be used during discussion with your supervising teacher. These are skills you will be acquiring and improving upon throughout the school year.

### Work With The Children:

1. Do you relate well to the children?
  
2. Are you able to work effectively with very young children?  
  
with older children?
  
3. Are you able to work effectively with children experiencing behavioral problems in the classroom?
  
4. Are you comfortable stimulating and challenging children in the classroom?
  
5. Do you know how to follow a child's spontaneous interest?
  
6. Do you know how to structure an activity to the child's level?
  
7. Are you sensitive to the children's needs?
  
8. Are you able to arouse a child's interest in an activity?
  
9. Do you understand the patterns of development of young children as it relates to the classroom?

10. Do you encourage the children to express their own ideas

Role As A Teacher:

11. Can you observe children and make effective use of your knowledge from these observations?

12. Are you able to keep relevant notes about the children's activities and progress?

13. Are you able to stand back, observe and not intrude upon the children when necessary?

14. Are you careful not to make premature judgments about children?

15. Are you aware of your role as a model for the children?

Classroom Management, The Environment and Work With Materials:

16. Do you know the appropriate use and sequence of the Montessori materials?

17. Are you able to work effectively with materials in all curriculum areas?

18. In what curriculum area (if any) do you need more practice with materials?

19. Are you effective with line activities?

20. Do you know how to plan and structure a lesson?

21. Do you know how to create and structure new learning materials?

22. Are you developing an awareness of how to design and prepare the environment
23. Do you present materials clearly?
24. Are you able to give:
- a) an individual lesson to one child?
  - b) a small group lesson to several children?
  - c) a large group activity to the entire class?
23. Do you use good judgment when reinforcing the ground rules?

Interaction With Adults:

24. Are you able to communicate effectively with other adults in the classroom?
25. Are you open and honest in expressing ideas to other adults in the school?
26. Are you able to listen to others' ideas openly and change your own ideas when necessary?
27. Do you relate to parents in a professional, cooperative way?

Overall:

28. What strengths do you exhibit?
29. Please share any suggestions for your continued development.