

# **3–6 LEVEL, FORMS**

## **NAMC Policy on Volunteer or Internship Positions**

*Before using the enclosed forms, please read this page carefully.*

These forms are not an NAMC assignment and will not be marked by NAMC. They are provided for the use and benefit of NAMC students, to help those who choose to volunteer or intern have a positive experience.

We recommend that students seek a volunteer or internship position in a Montessori setting. However, since we only require work that we can personally evaluate, we cannot require students to seek such a position. It is entirely the decision of the student. Times and duration are completely up to the student and the sponsoring teacher. Success will be determined primarily by the student's enthusiasm, professional conduct, and knowledge.

If you are interested in working as a volunteer or as an intern in a Montessori setting, we recommend that you contact a local school, explain to the person in charge that you are enrolled in a Montessori training program, and say that you would be very grateful to have an appointment with the person to discuss whether there is an opportunity for you to work as a volunteer or an intern at the school. You may need to contact more than one school until you are successful in obtaining a position. Teachers are more receptive to requests to volunteer than to requests for internships because internships are more formal and usually require more of the teacher's input. For more information on volunteer and internship positions and how to apply for them, please refer to the forms and letters on this CD and to your NAMC classroom guide.

Best of luck!

# LIST OF FORMS, 3–6 LEVEL

## Observation Forms

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- observation of the environment without the children
- observation of the environment with the children
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- observation of the teacher

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- sample résumé for a graduate applying for immediate paid employment
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***OBSERVATION FORMS,***  
***3–6 LEVEL***

## **Guidelines for observing**

As the NAMC classroom guides discuss, the first step someone needs to take to observe a Montessori class in action is to arrange a time convenient for the sponsoring teacher. Just as a cover letter and a résumé are essential when applying for a job or for a volunteer position in a Montessori program, so a letter of introduction and a résumé are essential when asking permission to make observations in a Montessori program at any level.

Making observations can be of enormous benefit to a student teacher or a new graduate, but does not usually offer much direct benefit to the program involved. The letter of introduction and the résumé thus aim at establishing that the person wanting to observe is committed and trustworthy and can be counted on to respect whatever requirements the sponsoring teacher has for people making observations. The following page shows an example of a letter of introduction.

The purpose of making observations is for the observer to learn and to privately reflect. Most teachers understand this and do not ask to see what the observer has written. However, a teacher whose class is being observed might ask to see what was written. The student teacher should be aware of the possibility and always take care with what he/she writes while in the classroom or school.

It is important for a student teacher observing to remember that he/she is a guest at someone else's classroom or school and that this opportunity to observe will benefit the observer more than the sponsoring teacher. It is always wise to make matter-of-fact observations and avoid writing opinions. In any event, in the short periods of time allocated to observing, the observer will likely have time only to write short notes. Details can be added later in private at home. It is recommended that an observer complete his/her notes as soon as possible after reaching home, while the experience is still fresh.

This section provides forms designed by NAMC for use by observers. These forms can be used as is or revised as the observer sees fit. Some answers will take more space than the forms allow, even in note form. The observer will need to take extra paper along, in case there is an opportunity to make more detailed notes in between observations.

The NAMC classroom guides describe in more detail other issues student teachers or new graduates need to keep in mind once permission has been granted for them to make observations.

*Sample letter of introduction when asking to make observations in a Montessori program (take a letter like this with you when you approach a school administrator about observing)*

52 Lincoln Court, Apt 6  
City, State, Zip

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March 15, 2007

Ms. Mary White, Senior Teacher  
Half Moon Montessori School  
763 East Broadway  
New Home, VI 56099

Dear Ms. White,

I am a student teacher writing to introduce myself and ask permission to make observations in your classroom in the next two months.

I am within a few months of completing the North American Montessori (NAMC) Preschool/Kindergarten Diploma Program, and observing a 3–6 classroom in action would be of great benefit to me. I am sure you remember how useful this process was to you when you were just starting! Over a period of a few weeks, I hope to make several kinds of observations: on the environment, the children, and the adults working with them. Your granting this permission would be much appreciated.

My experience and educational background are outlined in the accompanying résumé, which includes references from several people who can attest to my character. I trust that the résumé will establish my credentials as someone who can be relied on to follow whatever instructions you have for observing and make minimal disruption to your classroom.

I welcome the opportunity to meet with you further to discuss your instructions as well as what days and times in the next two months would best suit you. Please feel free to contact me on my cell phone: 442.753.6259.

Thank you for your kind consideration. I look forward to hearing from you.

Yours sincerely,

***Marc Onatsu***

Marc Onatsu

Encl: résumé

## Observation of the environment without the children, 3–6 level

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

1. What is your first impression when you enter the indoor environment? Is it inviting, neat and tidy, spacious, clean? Give a description.
2. Does this environment feel like a regular daycare or more like an interesting learning place? Give some examples.
3. Give a full description of the décor: colors of the walls, size of the room, kind of floor and floor coverings, pictures on the walls. Are the pictures hung so that they are eye level for most children in the room?
4. Is the space large enough to provide the children with free and comfortable movement? Give two examples.
5. Describe the location and size of the furniture (for example, low shelves, tables, and chairs).
6. Describe the types of materials displayed on the shelves. How are they organized?

7. How does the environment provide and store equipment and materials for the personal care of the children?
  
8. How is the space designed to accommodate the different levels of skills and abilities of children 3–6?
  
9. Describe the area where the children store their coats, shoes, and extra clothing.
  
10. Are there plants or a class pet? If so, describe.
  
11. How many individual desks are there at which the children can work?
  
12. How many mats are there for the children to work on?
  
13. Is there an area designed for circle or group time? If so, describe it.



14. Is there an outside environment? If so, describe the space as well as the equipment. Is there an area where the children can avoid exposure to the sun?

*Now, take a closer look at the different areas of the environment. Please note that not all Montessori environments have the same areas or the same contents in a given area. If the environment you are observing does not have an item listed below, add a note or just move on to the next question.*

#### Practical Life

1. How many shelves of practical life activities do you see in the environment?
2. Are the activities appealing — that is, neat, color coordinated, interesting, attractive, and complete?
3. Describe two different practical life activities.
4. Is there a snack table for the children to use? If so, describe how it is set up.

#### Sensorial

1. How many shelves of sensorial activities do you see in the environment?
2. Are the activities appealing — that is, neat, color coordinated, interesting, attractive, and complete?

3. Describe two different sensorial activities.
4. Is there anything in the sensorial areas of special interest to you, or something that stands out from what you are learning?

#### Art and Music

1. What shelves in the classroom have art and music activities? Describe the number of activities as well as the style in which they are set up.
2. Is there an art supply shelf? If so, describe it.
3. Is there an area for listening to music? If so, describe it.
4. Are any musical instruments displayed? If so, describe them.
5. Is there anything in the art and music areas of special interest to you, or something that stands out from what you are learning?

### Language Arts

1. How many shelves are devoted to language arts materials?
2. In what order are the materials arranged?
3. Does it appear that this classroom has a complete set of the language arts materials as described in your NAMC language arts manual?
4. Is there anything in the language arts area of special interest to you, or something that stands out from what you are learning?

### Math

1. How many shelves are devoted to math materials?
2. Are the materials arranged in order of difficulty?
3. Does it appear that this classroom has a complete set of the math materials as described in your NAMC math manual?
4. Is there anything in the math area of special interest to you, or something that stands out from what you are learning?

## Culture

This area can include history, geography, and science & nature.

1. How many shelves are devoted to culture materials?
2. Does it appear that this classroom has a complete set of culture materials as described in your NAMC culture manuals?
3. Is there a science & nature table? If so, describe the items on the table.
4. Is there anything in the culture areas of special interest to you, or something that stands out from what you are learning?

## Library

1. Is there a library area in the classroom? If so, describe it.
2. What types of books are in the library?
3. How many books are placed face forward?
4. Is there any other reading material available to the children in the environment? If so, state where (for example, in the language arts or culture areas).

### Other Areas

1. Where in the environment can the children file and/or store their work (for example, files with each child's name, a cubby for each child, etc.)?
  
2. Are there any other areas of interest to you that have not been mentioned on this form so far? If so, describe them.

If you were given the freedom and funds to redesign this environment, describe one change that you would make, and explain briefly why.

## Observation of the environment with the children, 3–6 level

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

It is recommended that the student teacher spend 15–20 minutes at a time observing the class as a whole in the indoor environment and the outdoor environment.

1. How many children are in the environment, and what is the age range?
2. How many teachers are working in the environment?
3. How does the environment allow the adults to easily see the children at all times and get to them as quickly as necessary?
4. Where is most of the work happening in the environment?
5. Describe the noise level of the environment (for example, quiet, a quiet hum, noisy). Does the noise level differ from one area to another?
6. Do any of the children appear normalized (that is, approach their work with enthusiasm, work with little direction, treat others in a respectful way, work quietly on their own or with others)? Give an example.

7. Do you notice any children who appear to be wandering without a purpose in mind? Give an example.
  
8. Are there any younger and older children working together? If so, describe what they are engaged in.
  
9. Do you notice any children who are spending their time bothering their classmates and not working? If so, describe your observation.
  
10. How much do the children appear to rely on the teacher(s)? Do some children appear to be constantly going to the teacher(s) with questions? If so, describe your observation.
  
11. Do any of the children appear frustrated or in need of some attention? Give an example.
  
12. How do the children care for the environment? Give some examples.
  
13. During the time you spent in the environment, were you aware of any type of group project, event, or celebration that had occurred or was upcoming? Give an example.
  
14. To your knowledge, was there any type of parent involvement in the environment? If yes, how were parents involved?

15. Were there any children with disabilities or special needs in the environment? If so, what were they doing, and how did the other children respond to them?

Take a minute to think back to your childhood. Do you feel that you would have enjoyed being in this environment for three years? Give a few reasons why.

Give a summary of your observation of the environment with the children. Include one positive thing you learned while observing.



## Observation of the children, 3–6 level

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

It is recommended that the student teacher spend 10–15 minutes in each of the following areas of the environment observing the children.

### Practical Life

1. Are the children carrying the activities properly, using both hands and walking slowly?
2. How many children at any given time are using the practical life materials?
3. If you observed children getting a snack, give a description of your observation.

Try to follow a child's movements from the beginning of a practical life activity to the end:

1. Name the activity and describe the entire process, from beginning to end.
2. Did the child appear to use the activity in sequential order?
3. Was the child focused on the activity?
4. Did the child return the activity to the same place that he/she first took it from the shelf?
5. Was the activity returned in "perfect" condition?

What comments do you have about how the children used the practical life materials?

Sensorial

1. How many children at any given time are using the sensorial materials?
2. Are any children working as a small group, or are they all working individually?
3. If there are some children working together, briefly describe their interaction.
4. Do you feel that the sensorial materials are being used correctly?
5. How many children use materials on a work mat, and how many work at a table? Briefly describe an example of either of these scenarios.
6. What materials are being used together (for example, the Pink Tower together with the Broad Stair)?

What comments do you have about how the children used the sensorial materials?

### Language Arts

1. How many children are working in the language arts area of the environment?
2. Describe the different activities on which you observe the children working.
3. Which children are working independently? Which are receiving guidance or a presentation from the teacher?
4. Are any children working together on language arts activities? If so, describe the activity, including your observations on the success of these children in working together.
5. Are any children recording their work using paper and pencil? If so, describe the activity.
6. Based on your observation, is there a noticeable difference between the work of the younger children and the work of the older children?
7. What is the most advanced activity that you observe a child doing in language arts?

What comments do you have about how the children used the language arts materials?

## Math

1. How many children are working in the math area of the environment?
2. Describe the different activities on which you observe the children working.
3. Which children are working independently? Which are receiving guidance or a presentation from the teacher?
4. Are any children working together on math activities? If so, describe the activity, including your observations on the success of these children working together.
5. Are any children recording their work using paper and pencil? If so, describe the activity.
6. Based on your observation, is there a noticeable difference between the work of the younger children and the work of the older children?
7. What is the most advanced activity that you can observe a child doing in math?

What comments do you have about how the children used the math materials?

## Culture

1. Which children are working with any of the materials in the culture area of the environment (history, geography, science & nature)? Give a description of what materials the children are working with and what they are doing with the materials.
2. Which children are working independently? Which are receiving guidance or a presentation from the teacher?
3. Are any children working together on culture activities? If so, describe the activity, including your observations on the success of these children working together.
4. Describe an activity on which you observe a younger child working.
5. Describe an activity on which you observe an older child working.

What comments do you have about how the children used the culture materials?

### Other areas

1. Were you able to observe the children involved in outdoor activities, whether organized or free play? If so, describe your observations.
  
2. Were you able to observe any of the children involved in any type of music-making, whether vocal or instrumental? If so, describe your observations.
  
3. Were you able to observe any of the children involved in any type of art? If so, describe your observations.
  
4. Were any of the children planning or taking part in any type of community event or class outing? If so, describe the event.

Were you able to make any observations of children in areas of the environment which were not listed on this observation form so far (for example, library, cloakroom)? If so, please describe your observations.

## Observation of the teacher, 3–6 level

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

There will probably be more than one teacher at the center. One of the teachers may be in a supervisory position, while others are assistants. While doing your observation of the teachers, you may choose to observe one or all. The questions are addressed to one teacher. However, you may answer them based on all of the teachers present.

When answering the following questions, please provide an explanation/description for each of your answers. For example:

“Yes, I was made to feel very welcome. The teacher shook my hand and offered to take my coat. She gave me a short tour of her classroom and had arranged for one of the children to show me to my observation seat.”

-or-

“I felt a bit unsure of myself, like I was perhaps intruding. I was assigned to the observation chair, but was not sure if I was able to leave this chair, or speak to the children.”

1. How does the teacher make the environment welcoming and friendly in general?
2. Do you feel welcome into the environment as a Montessori teacher in training?
3. Does the teacher have a pleasant expression on her/his face?
4. How is the teacher’s appearance and manner professional and appropriate?
5. How do the children enter the environment? How does the teacher greet each child?

6. Do the children appear to be relaxed and secure when interacting with the teacher?
7. Does the teacher appear to love his/her work?
8. Can you hear the teacher when she/he interacts with the children?
9. How does the teacher move in the environment? Quickly, or slowly and calmly?
10. Does the teacher appear to have a general idea of what is happening in all areas of the environment, or is the teacher only focused on the area where she/he is currently working?
11. How much time does the teacher spend presenting activities to the children?
12. Are most of the activities initiated by the children, or by the teacher?
13. If a child cries or calls out, how does the teacher respond? Give an example.
14. How does the teacher foster independence? Give some examples.
15. How does the teacher redirect children who are not occupied?
16. How does the teacher deal with a child who is not being co-operative?



17. How does the teacher attend to children who are not occupied? Give an example.

18. How does the teacher give guidance or offer direction to children experiencing conflict? Give an example.

19. How does the teacher use non-verbal communication? Give an example.

Describe one positive thing you learned by observing this teacher.

**FORMS RELATED TO APPLICATIONS FOR  
VOLUNTEER, INTERNSHIP, AND PAID POSITIONS,  
3–6 LEVEL**

## **Revising the samples**

This section contains sample cover letters and résumés for the use of Montessori graduates looking for opportunities to acquire practical experience in classrooms, whether in volunteer, internship, or paid positions. These cover letters and résumés are intended as guidelines only — each applicant will need to revise the material and make it her/his own.

For basic information on how to apply for a volunteer, internship, or paid position in a Montessori setting, also on how to prepare for and participate in an interview, please refer to your classroom guide.

The final form in this section is for interns and is a sheet summarizing the parameters of the internship placement. This form records basic information such as what hours the intern will work and how long the internship will last. If the sponsoring teacher does not have a form, the intern can offer to supply this one.

*Sample résumé for a graduate applying for immediate paid employment*

**Jennifer Wheeler**

16686 – 75 Avenue

City, State, Zip

Tel: 211.555.2348 Cell: 211.555.7643

Email: [jwheeler@hotmail.com](mailto:jwheeler@hotmail.com)

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**PROFILE**

My interest in Montessori education is directly related to personal involvement in the Montessori preschool education of my two children. With my exposure to Montessori early childhood education as a parent volunteer, I decided to add Montessori teacher training to my skills. I graduated from the North American Montessori Center (NAMC) Preschool/Kindergarten Diploma Program in 2007 and am now seeking employment in the Montessori environment. In addition to my course work and my experience as a parent volunteer, I bring valuable skills and experience in office administration and community volunteer programs.

**SCOPE OF EXPERIENCE**

- Montessori preschool volunteer: 1 year
- Office administration: 3.5 years
- Community volunteer: Ongoing

**Montessori Volunteer**

**2005 to 2006**

I regularly volunteered at our local Montessori school (Little Acorn): helping to prepare activities, assisting with field trips, cleaning up, etc.

**Office Assistant**

**ABC Company, City, State**

**September 1999 to June 2003**

Assisted in the administration of a small law office: preparing correspondence, maintaining filing system, answering telephones, assisting clients, and carrying out general office duties.

**Community Volunteer**

**Red Cross, City, State**

**2001 ongoing**

Participated in many blood drive campaigns by greeting and registering blood donors. Also actively involved in the Friendly Visitor Program which provides companionship to homebound senior citizens.

## EDUCATION

### North American Montessori Center

#### Preschool/Kindergarten Diploma Program

September 2006 to March 2007

This program focused on the principles and practice of the Montessori method in Practical Life, Sensorial Development, Language Arts, Mathematics, Sciences and Montessori Theory for children two years, eight months to six years of age.

### Edward High School, City, State

Graduated 1998

## INTERESTS

- Music
- Yoga
- Art
- Reading
- Interior Decoration
- Travel
- Hiking
- Cooking

## REFERENCES

Brian Booker (work reference)

ABC Company

5678 Montanaro Avenue

City, State

Zip

Tel: 666.222.3333

Email: [bbooker@wpl.com](mailto:bbooker@wpl.com)

Jane Smith (volunteer reference)

Red Cross

2223 Lakeside Drive

City, State

Zip

Tel: 666.223.4343

Email: [jsmith@redcross.com](mailto:jsmith@redcross.com)

Janet Jones (volunteer reference)

Little Acorn Montessori School

191 Gregson Drive

City, State

Zip

Tel: 666.222.8888

Email: [jjone@lacorn.com](mailto:jjone@lacorn.com)

*“The instructions of the teacher consist then merely in a hint, a touch — enough to give a start to the child. The rest develops of itself.” — Maria Montessori*

*Sample résumé for a graduate applying for a volunteer or internship position*

**Patricia Scollard**

500 3rd Street

City, State, Zip

Tel: 211.555.7811 Cell: 211.555.9020

Email: [scollardp@hotmail.com](mailto:scollardp@hotmail.com)

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**PROFILE**

My interest in Montessori education is directly related to personal involvement in the Montessori preschool education of my two children. With my exposure to Montessori early childhood education as a parent volunteer, I decided to add Montessori teacher training to my skills. I graduated from the North American Montessori Center (NAMC) Preschool/Kindergarten Diploma Program in 2007 and am now looking for practical experience as a volunteer in a Montessori school before seeking paid employment. In addition to my course work and my experience as a parent volunteer, I bring valuable skills and experience in office administration and community volunteer programs.

**SCOPE OF EXPERIENCE**

- Montessori preschool parent volunteer: 2 years
- Office administration: 3.5 years
- Community volunteer: Ongoing

**Montessori Volunteer**

**2004 to 2006**

I regularly volunteered at our local Montessori school (Little Acorn): helping to prepare activities, assisting with field trips, cleaning up, etc.

**Office Assistant**

**ABC Company, City, State**

**September 1999 to June 2003**

Assisted in the administration of a small law office: preparing correspondence, maintaining filing system, answering telephones, assisting clients, and carrying out general office duties.

**Community Volunteer**

**Red Cross, City, State**

**2001 ongoing**

Participated in many blood drive campaigns by greeting and registering blood donors. Also actively involved in the Friendly Visitor Program which provides companionship to homebound senior citizens.

## EDUCATION

### North American Montessori Center

#### Preschool/Kindergarten Diploma Program

September 2006 to March 2007

This program focused on the principles and practice of the Montessori method in Practical Life, Sensorial Development, Language Arts, Mathematics, Sciences and Montessori Theory for children two years, eight months to six years of age.

### JKL College, City, State

1997 to 2000

Music Diploma (piano)

### Edward High School, City, State

Graduated 1997

## INTERESTS

- Music
- Yoga
- Art
- Reading
- Interior Decoration
- Travel
- Hiking
- Cooking

## REFERENCES

Brian Booker (work reference)

ABC Company

5678 Montanaro Avenue

City, State

Zip

Tel: 666.222.3333

Email: [bbooker@wpl.com](mailto:bbooker@wpl.com)

Jane Smith (volunteer reference)

Red Cross

2223 Lakeside Drive

City, State

Zip

Tel: 666.223.4343

Email: [jsmith@redcross.com](mailto:jsmith@redcross.com)

Janet Jones (volunteer reference)

Little Acorn Montessori School

191 Gregson Drive

City, State

Zip

Tel: 666.222.8888

Email: [jjone@lacorn.com](mailto:jjone@lacorn.com)

*“The instructions of the teacher consist then merely in a hint, a touch — enough to give a start to the child. The rest develops of itself.” — Maria Montessori*

*Sample cover letter for a graduate applying for immediate paid employment*

16686 – 75 Avenue  
City, State, Zip

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April 2, 2007

Ms. Mary White, Senior Teacher  
Half Moon Montessori School  
763 East Broadway  
New Home, VI 56099

Dear Ms. White,

I am writing in response to your recent advertisement in the *New Home Gazette* outlining your requirements for a Montessori teacher assistant. I am seeking a position where I can pursue my love of early childhood education and make a successful contribution, both to your school and to the lives of young children.

I am very interested in the job description you posted. I have just completed my Montessori training, as outlined in the accompanying résumé, and am eager to apply my new skills and volunteer experience in the Montessori preschool classroom. My interest in Montessori education was sparked by my personal involvement with my children's Montessori preschool classroom. My studies further expanded my knowledge and commitment to serving the child. I believe in an education philosophy like Montessori's, one that teaches self-reliance, fosters a respect for oneself, others, and environment, and is child-centered, active, and cohesive. My Montessori training has given me a solid foundation in the theory and practice for this age group. The experience and support that I received as a parent volunteer at Little Acorn Montessori have been invaluable. I am ready and excited to take on the role of assistant teacher. I am aware that Montessori teachers have different training strategies and philosophies, and I am absolutely willing to adopt any school's existing techniques and philosophy.

I welcome the opportunity to meet with you further to discuss the prospect of employment with Half Moon Montessori School. Please feel free to contact me on my cell phone: 211.555.7643.

Thank you for your kind consideration. I look forward to hearing from you.

Sincerely,

*Jenny Wheeler*  
Jenny Wheeler

Encl: résumé

*“The instructions of the teacher consist then merely in a hint, a touch — enough to give a start to the child. The rest develops of itself.” — Maria Montessori*



*Sample cover letter for a graduate applying for a volunteer or internship position*

16686 – 75 Avenue  
City, State, Zip

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April 2, 2007

Ms. Mary White, Senior Teacher  
Half Moon Montessori School  
763 East Broadway  
New Home, VI 56099

Dear Ms. White,

I am writing to ask you to consider me as a volunteer in Half Moon Montessori School. After recently earning an NAMC Preschool/Kindergarten Teaching Diploma for Montessori, I am seeking a position where I can pursue my love of early childhood education, gain practical experience, and contribute both to your school and to the lives of young children.

My experience and educational background are outlined in the accompanying résumé. My experience includes two years as a parent volunteer at Little Acorn Montessori, Anytown. This experience led me to pursue a career as a Montessori teacher. The Montessori approach, as reflected in the quote at the bottom of this letter, continues to amaze and impress me! My diploma courses, carried out through distance education, included study of the history of Maria Montessori and the development of the Montessori method as well as study of materials and techniques used at the preschool level. Rest assured that I am aware that Montessori teachers have different training strategies and philosophies, and I am absolutely willing to adopt any school's existing techniques and philosophy. In addition to my experience and course work, I bring valuable organizational skills from my work experience at the law firm and volunteer programs and am keenly interested in utilizing my music background to contribute to your fine arts program.

I welcome the opportunity to meet with you further to discuss how I can contribute as a volunteer in your school. Please feel free to contact me on my cell phone: 211.555.9020.

Thank you for your kind consideration. I look forward to hearing from you.

Sincerely,

*Patricia Scollard*

Patricia Scollard

Encl: résumé

*“The instructions of the teacher consist then merely in a hint, a touch — enough to give a start to the child. The rest develops of itself.” — Maria Montessori*

**Internship placement summary, 3–6 level**

Name of intern \_\_\_\_\_

Intern phone \_\_\_\_\_

fax \_\_\_\_\_

email \_\_\_\_\_

Name of school \_\_\_\_\_

School address \_\_\_\_\_

phone \_\_\_\_\_

fax \_\_\_\_\_

email \_\_\_\_\_

website \_\_\_\_\_

Name of sponsoring teacher \_\_\_\_\_

Name of school administrator \_\_\_\_\_

Number of children in class \_\_\_\_\_

Age range of children \_\_\_\_\_

Start and end dates of internship \_\_\_\_\_

Hours/days intern will work \_\_\_\_\_

\_\_\_\_\_

Summary of agreement about tasks, etc.

\_\_\_\_\_

\_\_\_\_\_

***EVALUATION FORMS,***  
***3–6 LEVEL***

## Daily self-evaluation, 3–6 level

For interns and volunteers, to be completed at the end of each day of a practicum. New employees may use this form as they and their employers see fit.

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

Did I arrive at school at the scheduled time with a positive, cheerful, enthusiastic attitude?

Was I dressed appropriately (in a manner similar to the other teachers on staff)?

Did I ask my sponsoring teacher if there was anything I could assist her/him with?

Did I greet the children in a positive manner?

Did the children appear happy to see me?

Did I maintain a calm, peaceful manner when greeting the children as well as throughout the day?

Did I recognize the needs of the children on an individual basis?

Was I able to work with the children using the Montessori materials?

Did I know when to leave a child to complete his/her work independently?

Did the children appear to be comfortable working with me?

Am I learning to maintain an overview of the class while working with the children?

Did the children come to me for assistance?

Was I open to suggestions from all staff members?

Did I feel my co-workers (sponsoring teacher, other teachers) enjoyed working with me?

Did I ask my sponsoring teacher for guidance when I was unsure of a situation in the class?

Would the administrator of the school feel that I am reliable and conscientious?

Did I assume my share of responsibilities in the environment, i.e., daily cleaning and preparation?

Did I contribute anything special to the school, such as a new song or practical life activity?

Did I volunteer my time to carry out additional duties?

Have I been a valuable assistant to the class and my sponsoring teacher today?

## Self-evaluation of circle or group time, 3–6 level

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

Length of the circle/group time \_\_\_\_\_

Brief summary of the circle/group time content — topics covered, songs, etc.

Brief summary of the circle/group time dynamics (Did the children appear to enjoy the time?  
How could you tell? Which children joined in, and which did not?)

What, if anything, would I do differently next time? Why?

What feedback, if any, did the teacher give me?

Did I experience behavior problems in the children during circle/group time?

What were they?

What actions would I take to address these behavior problems if they occur another time?

## Self-evaluation of a presentation, 3–6 level

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

Name and age of child \_\_\_\_\_

Title of activity

Material presented

Length of my presentation

How did I feel when presenting the material?

Signs the child was interested in the presentation

What worked well?

What did not work well?

Was I able to leave the child to work independently?

How long did the child work with the materials independently?

If I were to give the presentation again, what could I do differently?

Did I share my experience with my employer/sponsoring teacher? If so, what advice, suggestions, etc., did he/she offer?

## Evaluation by sponsoring teacher or employer, 3–6 level

Ideally, this form is completed by a sponsoring teacher on a weekly basis. Employers may use this form to give new employees feedback in their first weeks.

Date \_\_\_\_\_ (day/month/year)      Time \_\_\_\_\_

Name of intern/volunteer/new employee \_\_\_\_\_

Name of sponsoring teacher/employer \_\_\_\_\_

*1 = excellent    2 = acceptable    3 = not acceptable*

1. \_\_\_\_\_ Did he/she arrive at school at the scheduled time with a positive, cheerful, enthusiastic attitude?
  
2. \_\_\_\_\_ Was she/he dressed appropriately?
  
3. \_\_\_\_\_ Did he/she ask whether there was any extra work to assist with?
  
4. \_\_\_\_\_ Did she/he greet the children in a positive manner?
  
5. \_\_\_\_\_ Do the children seem happy to see him/her?
  
6. \_\_\_\_\_ Did he/she maintain a calm, peaceful manner when greeting the children as well as throughout the day?
  
7. \_\_\_\_\_ Did she/he recognize the needs of the children on an individual basis?
  
8. \_\_\_\_\_ Does she/he know when to leave a child to complete work independently?
  
9. \_\_\_\_\_ Are the children comfortable working with him/her?
  
10. \_\_\_\_\_ Was he/she able to maintain an overview of the class while working with the children?



11. \_\_\_\_ Did the children go to her/him for assistance?
12. \_\_\_\_ Was he/she able to accept suggestions from other staff members gracefully?
13. \_\_\_\_ Did co-workers enjoy working with her/him?
14. \_\_\_\_ Did he/she ask for guidance when unsure of a situation?
15. \_\_\_\_ Would the administrator of the school feel that she/he was reliable and conscientious?
16. \_\_\_\_ Did he/she assume a share of responsibilities in the classroom, i.e., daily cleaning and preparation?
17. \_\_\_\_ Did she/he contribute anything special to the school, such as a new song or practical life activity?
18. \_\_\_\_ Did he/she volunteer time to carry out additional duties at the school?
19. \_\_\_\_ Was she/he a valuable assistant to the class and the sponsoring teacher?
20. \_\_\_\_ Is he/she gaining confidence using the materials?

Comments for any statement scored less than "2":

<u>Statement #</u>	<u>Comment</u>
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Date reviewed with intern/volunteer/new employee \_\_\_\_\_

Outcome of review: