

**San Francisco Bay Area
Montessori Teacher Education Center
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Early Childhood Overview & Assistant Teacher

Teacher / Child Interaction

Reflective Journal

Name: _____

Dates: _____

1.

- ◆ I observe the teacher interacting non-verbally by smiling, touching, holding.
- ◆ I observe the teacher speaking with children at eye level.
- ◆ I observe the teacher talking and listen to individual children during activities and routines (arriving/departing, eating)

Day One: _____

Day Two: _____

Day Three: _____

Day Four: _____

Day Five: _____

Comments:

2.

- ◆ I observe the teacher listening to children with attention and respect
- ◆ I observe the teacher being aware of the activities of the entire group even when dealing with a smaller group; staff position themselves strategically and look up often from involvement
- ◆ I observe the teacher spending time observing each child without interrupting an actively involved child

Day One: _____

Day Two: _____

Day Three: _____

Day Four: _____

Day Five: _____

Comments:

3.

- ◆ I observe the teacher speaking with individual children often.
- ◆ I observe the teacher asking open-ended questions.
- ◆ I observe the teacher calling children by name.
- ◆ I observe the teacher including children in conversations; describe actions, experiences, and events; listen and respond to children's comments and suggestions.

Day One: _____

Day Two: _____

Day Three: _____

Day Four: _____

Day Five: _____

Comments:

4.

- ◆ I observe the teacher treating children of all races, religions, family backgrounds, and cultures with equal respect and consideration.
- ◆ I observe the teacher speaking positively about each child's physical characteristics and cultural heritage.
- ◆ I observe the teacher reacting to teasing or rejecting among children by intervening to discuss similarities and differences.

Day One: _____

Day Two: _____

Day Three: _____

Day Four: _____

Day Five: _____

Comments:

5.

- ◆ I observe the teacher encouraging children's development of individual functioning, as appropriate.
- ◆ I observe the teacher fostering the development of age-appropriate practical life skills such as returning materials to the shelf, wiping spills, personal grooming (toileting, Hand washing.)
- ◆ I observe the teacher obtaining and caring for materials, and other skills

Day One: _____

Day Two: _____

Day Three: _____

Day Four: _____

Day Five: _____

Comments:

6.

- ◆ I observe the teacher facilitating the development of responsibility, self-regulation, and self-control in children.
- ◆ I observe the teacher setting clear, consistent, fair limits for classroom behavior and in the case of older children, help them set their own limits.
- ◆ I observe the teacher using children's mistakes as learning opportunities, describing the situation and encouraging the children's evaluation of the problem rather than imposing the solution
- ◆ I observe the teacher anticipate and eliminate potential problems, redirecting children to more acceptable behavior or activity
- ◆ I observe the teacher listening and acknowledging children's feelings and frustrations and respond with respect.
- ◆ I observe the teacher guiding children to resolve conflicts and model skills that help children to solve their own problems.
- ◆ I observe the teacher encouraging appropriate behavior, patiently reminding children of rules and their rationale as needed
- ◆ I observe the teacher applying logical or natural consequences in problem situations.

Day One: _____

Day Two: _____

Day Three: _____

Day Four: _____

Day Five: _____

Comments:

7.

- ◆ I do not observe the teacher using corporal punishment or other negative discipline methods that hurt, humiliate, or frighten children.
- ◆ I do not observe the teacher withholding food or beverage as a form of discipline
- ◆ The Montessori environment is arranged so that a minimal number of “No’s”

Day One: _____

Day Two: _____

Day Three: _____

Day Four: _____

Day Five: _____

Comments:

8.

- ◆ The overall sound of group is pleasant most of the time.
- ◆ Adult voices do not predominate.

Day One: _____

Day Two: _____

Day Three: _____

Day Four: _____

Day Five: _____

Comments:

9.

- ◆ I observe the teacher supporting children's emotional development, assisting them to be comfortable, relaxed, happy, and involved.
- ◆ I observe the teacher comforting and reassure children who are hurt, fearful, or otherwise upset
- ◆ I observe the teacher helping children deal with anger, frustration, or sadness by comforting, identifying, and reflecting feelings
- ◆ I observe the teacher helping children use various strategies to express emotions and solve social problems, as appropriate for age of the child
- ◆ I observe the teacher intervening quickly when children's responses to each other become physically aggressive, discuss the inappropriateness of such action, and help children to develop more positive strategies to solve conflicts
- ◆ I observe the teacher encouraging children to verbalize feelings & ideas, including both positive & negative emotions. For example, supply words for very young children to describe feelings; discuss alternative solutions.

Day One: _____

Day Two: _____

Day Three: _____

Day Four: _____

Day Five: _____

Comments:

10.

- ◆ I observe the teacher recognizing and encouraging prosocial behaviors among children, such as cooperation, helping taking turns, talking to solve problems, and concern for others.
- ◆ I observe the teacher supporting children's beginning friendships and provide opportunities for children to learn from each other as well as adults.
- ◆ I observe the teacher helping children use various strategies to express emotions and solve social problems, as appropriate for age of the child.

Day One: _____

Day Two: _____

Day Three: _____

Day Four: _____

Day Five: _____

Comments:

11.

- ◆ I observe the teacher using a variety of teaching strategies to enhance children's learning and development throughout the day.
- ◆ The teacher's expectations of children's social behavior are developmentally appropriate.
- ◆ I observe the teacher stimulating children's thinking and extend their learning using verbal methods such as posing problems, asking questions, and making comments and suggestions.
- ◆ I observe the teacher introducing children to new experiences, ideas, or challenges
- ◆ I observe the teacher coaching and/or directly guide children in the acquisition of specific skills as needed, being careful to challenge, but not frustrate any child.

Day One: _____

Day Two: _____

Day Three: _____

Day Four: _____

Day Five: _____

Comments:

Attendance Documentation:

Date _____ **Supervising Teacher's Signature**

1: _____

2: _____

3: _____

4: _____

5: _____