

East Bay Montessori Training

“Preparing Next Generation of Montessori Educators”



Adult Learner Handbook

September 7, 2019 – June 5, 2021

Montessori Early Childhood Teacher Credential Course

2 ½ through 6 years


Office and Training Location:

4511 Peralta Blvd., Fremont, CA 94536

Phone: 510-474-3949 Fax: 510-279-5938

Email: info@eastbaymt.com

Website: <http://www.eastbaymt.com>

EBMT holds accredited status for its Early Childhood Montessori Teacher Education Certification course level from the Montessori Accreditation Council for Teacher Education (MACTE)  through the year 2025.



“The vision of the teacher should be at once precise like that of the scientist, and spiritual like that of the saint. The preparation for science and the preparation for sanctity should form a new soul, for the attitude of the teacher should be at once positive, scientific and spiritual.”

-Dr. Maria Montessori
Spontaneous Activity in Education



East Bay Montessori Training's Adult Learner Handbook

East Bay Montessori Training

Welcome Adult Learner

Welcome to East Bay Montessori Training (EBMT)!

Thank you for your interest in East Bay Montessori Training's Early Childhood Credential Course.

East Bay Montessori Training is an undergraduate Montessori Teacher Education Program that offers a 2-year year-round Montessori Early Childhood Teacher Credential Course designed to accommodate and support Adult Learners balancing professional and family responsibilities while building a career in Montessori education.

"As a perspective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review EBMT's School Performance Fact Sheet, which much be provided to you prior to signing an enrollment agreement." (EBMT will soon have its "School Performance Fact Sheet available on its website at <http://www.eastbay.com>")

We warmly welcome you into our program and we look forward to being a part of your learning journey with the Montessori philosophy of education.

EBMT holds accredited status for its Early Childhood Montessori Teacher Education Certification course level from the Montessori Accreditation Council for Teacher Education (MACTE) through the year 2025. MACTE is recognized by the U.S. DOE.



MACTE

420 Park St.
Charlottesville, VA 22902
(434) 202-7793
info@MACTE.org
www.macte.org



EBMT is a private institution approved by the Bureau for Private Postsecondary Education. Approval to operate means compliance with state standards as set forth in the CEC and 5, CCR. For more information, call the Bureau for Private Postsecondary Education at (916) 574-7720, or toll free at (888) 370-7589, or visit its website at www.bppe.ca.gov "



EMBT is affiliated with American Montessori Society, 116 East 16th St. FL 6, New York, NY 10003, phone 212-358-1250, www.amshq.org through the year 2025.

EBMT's Training Location and office:

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“What You Should Know About Our BPPE State Approval”

This Institution’s application for approval to operate has been reviewed and approved by the Bureau for Private Postsecondary Education. For more information, call the Bureau for Private Postsecondary Education at (916) 574-7720, or toll free at (888) 370-7589, or visit its website at www.bppe.ca.gov “



History and Goals of East Bay Montessori Training

East Bay Montessori Training Center (EBMT) is a Montessori Teacher Education Program founded by the owners of Learn and Play Montessori School Incorporated (LAPMS), which operates 6 Early Childhood Montessori Schools serving children, ages 2 through 6, in the East Bay area since 2007. In managing these schools, the need for well-trained Montessori teachers to help improve the quality of LAPMS and other Montessori schools in the area became apparent. The founding of East Bay Montessori Training is a response to the needs for quality trained educators. EBMT is expanding LAPMS's commitment to educating children and to cultivating adults building careers in Montessori teaching. In response to a growing interest in Montessori education, the aim is to prepare competent and qualified Montessori teachers and to improve the quality of education for young children. East Bay Montessori Training will prepare Adult Learners with the knowledge and skills to teach young children of 2 ½ through 6 years of age in a Montessori setting. EBMT does not have a pending petition in bankruptcy nor has it ever had such.

Mission Statement

East Bay Montessori Training aims to build a solid foundation of teaching following Maria Montessori's Method and Philosophy of Education as well as to nurture the qualities of observation and understanding of each child's spirit and individual needs. EBMT believes that the heart of an authentic Montessori education depends upon the values and skills of the teacher as a model, mentor, and guide. EBMT is committed to provide teachers, professionals, and parents an opportunity to hone and develop these integral skills to be at their finest in helping children through each level of development. EBMT achieves its mission by creating a positive learning environment for Adult Learners and by providing ample opportunity for working with highly experienced and qualified Montessori teacher-trainers. We strive towards making sure that upon graduation, our Adult Learners will be ready in both skills and in spirit, to take on the important responsibility of teaching young children in the Montessori way of learning.

EBMT Adult Learner Handbook

This Adult Learner Handbook is designed to familiarize the Adult Learner with the standards and requirements in completing the undergraduate Early Childhood Credential Course offered at East Bay Montessori Training. EBMT offers an undergraduate Montessori certification at the Early Childhood (2 ½ through 6) level. Adult Learners must carefully and thoroughly read the detailed course requirements to gain a clear understanding of the objectives and expectations of this course. EBMT reserves the right to amend any of the policies contained in this Adult Learner Handbook. If new policies are presented, the Adult Learner has the option of accepting the new policy or remaining with the old policy. In the event of a new policy, please notify the Program Director in writing as to whether you are accepting the new policy or remaining with the old policy within one week of the issuance of the new policy.

Change of Contact Information

It is the responsibility of the Adult Learner to immediately notify EBMT of any change in address, phone number, or e-mail address.



Course Objectives

EBMT's Early Childhood Credential Course strives to achieve the following objectives:

- Provide learning experiences and insights for Adult Learners to become committed and responsible educators with knowledge and understanding of the Montessori theories and principles with children ages 2 ½ through 6.
- Develop Adult Learners who will create a prepared environment that provides for the individual needs of each child's growth and development.
- Prepare Adult Learners for designing, presenting, and evaluating activities in the curriculum areas of the Montessori Early Childhood classroom with emphasis on the physical, social, emotional, spiritual, and cognitive needs of the child.

Non-discriminatory Policy

EBMT welcomes all Adult Learners, faculty and staff regardless of age, race, color, religious creed, national origin, sexual orientation, religion, citizenship status, marital status, gender identity, disability, ethnicity or any other legally protected status. It provides all rights, privileges, programs and activities generally available to all Adult Learners in the school. It does not discriminate in its administration, educational and/or admission policies.

Training Facility / Location

EBMT's training is held at Learn and Play Montessori School's Peralta campus at 4511 Peralta Blvd., Fremont, CA. It is conveniently located minutes away from Newark and Highway 880, and only 30 minutes from San Francisco. The facility features six classrooms serving children ages 2 through 6. These rooms are equipped with a complete set of age-appropriate Montessori materials for Adult Learner instruction. The Peralta campus has an outdoor playground that is available for any outdoor activities or for Adult Learner mid-morning/mid-afternoon and lunch breaks. The facility is equipped with adult-sized chairs and tables. A library featuring Early Childhood and Montessori books and resources for Adult Learners is accessible on site.

Ability to Benefit

EBMT strives to admit Adult Learners who can benefit from both its educational and social environment. EBMT will not accept applicants who do not meet the minimum requirements for enrollment unless it is anticipated that the Adult Learner will meet the requirements prior to the completion of the course.

Course Syllabi

The courses Syllabi are a part of this Enrollment packet. The instructors will also provide and review the course syllabus at the beginning of their course component. It is the Adult Learner's responsibility to consult with the instructor for any questions or concerns regarding the course requirements and completion. The syllabi contain detailed information regarding course objectives, content, requirements, expectations, and grading.

A brief Course Description with hours can be found in Appendix 4 at the end of this Adult Learner's Handbook.



AMS Fundamental Tenets of a Teacher Education Program

East Bay Montessori Training has adopted the American Montessori Society's Fundamental Tenets for a Teacher Education Program.

1. **Cosmic Education** provides the framework for each individual to answer the question, "Who am I and why am I here?" Teacher education of all levels mirrors the underpinnings of cosmic education with consistent attention to repeated and expanding experiences leading to an appreciation of the web of relationships that is the universe, through an understanding of:
 - the interconnectedness of all things
 - wonder and respect for the living and non-living world
 - nurturing the spirit of the child and the adolescent • indirect and direct preparation of each activity
 - sequencing based on whole-to-part-to-whole pathway
 - integrated spiral curriculum
 - awareness that the universe is an evolving, self-organizing force that offers many possibilities and is impacted by our actions.
2. **Transformation of the Adult** is an essential outcome of the teacher education course, with an emphasis on spiritual preparation, service to humanity, and the attitudes and dispositions inherent in the philosophy
3. **Education for Peace** is the ultimate task of Montessori education. Intentional, peaceful communities of learners cultivate: respect for all humanity, appreciation of world cultures, and the valuing of diversity, social justice, and equality. These communities exercise trust and peaceful ways of addressing conflict and working together.
4. **Respect** for oneself, others, and for the environment is fostered in all interactions.
5. **The Prepared Environment** fosters teaching and learning through interactions with individuals and materials at the level of the course.
6. **Constructivist Theory** applies to all levels of Montessori education. Individuals of different ages actively construct knowledge through enriching interchanges and experiences with others and the physical environment.
7. **Modeling** movement, choice, peer teaching, dispositions, commitment to service, and reflective practices by teacher educators and mentors occurs so adults observe and experience Montessori theory in action.
8. **Observation** is of vital importance to the teaching and learning process. Teacher education programs communicate the necessity to develop increasing observation skills in one's own classroom and other classroom environments. **Recordkeeping** documents the on-going observations and learning outcomes that become the basis for future planning.
9. **Assessments** are part of the teaching and learning cycle. Various formats meet learners where they are and guide them forward to meet the competencies of an effective Montessori teacher.
10. **An Extended Practicum Phase** provides the adult learner with a teaching and learning experience under the guidance of a mentor. Observation, specific feedback, internalization, and further study guides Montessori theory into practice.
11. **The Continuum of Development** across time, place and culture is honored through equal appreciation of all program levels who learn from each other and respect the contributions of Montessori pioneers, leaders, and practicing and aspiring teachers.
12. **Lifelong Learning** is inspired by the teacher education program as part of the on-going personal and professional journey of learning, growing, observing, reflecting and researching.
(AMS 2018 – TEP website)



EBMT Admission and Credential Requirements

The candidate for the **AMS Early Childhood credential** holds a minimum of:

1. A bachelor's degree from a regionally accredited U.S. college/university or its equivalent.
2. For Adult Learners whose post-secondary studies are outside of the U.S.: An AMS Early Childhood credential may be awarded to adult learners who hold a minimum of a bachelor's degree or higher from a non-U.S. college/university that is determined **not to be equivalent** to a bachelor's degree from a regionally accredited U.S. college/university by a recognized credential evaluation service or a regionally accredited college/university, while still meeting the nationally recognized post-secondary educational standard in the state, province, or country of issuance. *The degree and country in which the degree was awarded are indicated on the credential.* To qualify, the degree's regular program length must include a minimum of three years of study – degree programs of less than three years qualify the credential candidate for an Associate Early Childhood credential.

The Associate Early Childhood Credential

1. An AMS Associate Early Childhood credential is awarded to an Adult Learner with a minimum of a secondary level state approved/recognized (high school) diploma, GED, or the international equivalent, but who has not earned a bachelor's degree from a regionally accredited U.S. college/university or its equivalent as determined by a recognized credential evaluation service. Candidates for an AMS Associate Early Childhood credential must complete all requirements for the course in which they are enrolled. Upon completion, they should represent themselves only as holding an AMS Associate Early Childhood credential.
2. Applicants for the AMS Early Childhood course who do not have a U.S. bachelor's degree or its equivalent are required to sign a statement verifying that they understand that some locations or schools may not accept an Associate credential as the qualification for full teaching responsibility.
3. Holders of the AMS Associate Early Childhood credential are strongly encouraged to obtain their bachelor's degree within seven years of credentialing.
4. Teachers with an Associate Early Childhood credential are eligible for upgrade to an AMS Early Childhood credential upon completing the bachelor's degree requirement. An official transcript documenting this completion and appropriate form and upgrade fee must be sent to the AMS office of teacher education by the individual receiving the degree. To upgrade a credential, the individual must be a current AMS member.

(AMS Handbook 2018 – p.89)

EBMT does not offer a State recognized teaching certificate or licensure and therefore does not prepare the Adult Learner for a U.S. Department of Labor's Standard Occupational Classification – Code 25-2011 – Preschool teacher, excludes Special Education.



Application Requirements and Process

Admission to EBMT Early Childhood Credential Program begins with submission of the following completed forms:

Admission requirements:

1. Application Form
2. Enrollment Agreement
3. Non-refundable Enrollment Fee - \$295.00 (cash or check payable to EBMT)
4. Signed Acknowledgement Statement - Adult Learner Handbook Received (Found at the end of the Adult Learner Handbook)
5. Medical Emergency Form

You can choose to mail or drop off the documents at:

Attention: EBMT Enrollment
4511 Peralta Blvd
Fremont, CA 94536

6. Three (3) recommendation letters from non-relatives.
7. Two Official Transcripts of highest education attained (High School, GED, or College).
 - *To be official, unopened transcripts MUST be mailed directly to EBMT's office at 4511 Peralta Blvd, Fremont, CA 94536.*
 - *For degrees awarded outside the United States, a Transcript Analysis Report is required from a member organization of NACES - National Association of Credential Evaluation Services.*
8. Successful personal interview with the director

When the above items have been received and reviewed, an interview with the Director will provide the Adult Learner with an opportunity to ask any questions, clarify components of the Early Childhood Certification Course and Adult Learner Handbook, review forms in the Adult Learner's file, and have a tour of a training site. During the interview, the Adult Learner will be asked to provide an essay-writing sample; which will include a short essay stating the reason for enrolling in the program and ideas/insights on teaching young children.

An Adult Learner must have the ability to read and write English at the level of a graduate of an American high school as demonstrated by the possession of a high school diploma, GED, or passage of the California high school proficiency exam. Adult Learners who have difficulties with written or spoken English may be asked to complete additional coursework.

The Adult Learner will be notified of the status of his/her application by mail or email.

Post-Certification Professional Development Requirements

Adult Learners who hold AMS Credentials issued on or after July 1, 2013 are required to complete fifty (50) contact hours of professional development every five (5) years to maintain active status of the AMS teaching credential.

If the professional development hours are not completed within the 5-year period, the credential will be considered inactive until the requirement is met.

To maintain an active credential, verification of professional development is to be submitted to AMS 30 days in advance of the 5-year anniversary of the issuance of the credential and every 5 years after.

For further information about this requirement, consult the American Montessori Society website at www.amshq.org.



Supplies Needed for EBMT Early Childhood Certificate Course

Required Readings:

Required readings are listed in Appendix 5 as well as on the course syllabus provided by the instructor.

Required Manuals:

Manuals for some of the courses are purchased from EBMT and other can be purchased from Montessori Research and Development at <https://www.montessorird.com/product-category/early-childhood>. Check with Montessori Research and Development for the current cost of Montessori Early Childhood Manuals.

Other Course supplies:

Adult Learner will need:

13 binders (3" to 4" width)	Divider tabs (20-30 sets)
Notebook paper for taking notes	Construction paper
Colored pencils	Permanent markers
Scissors	Glue or paste
Sticky notes	Camera

Early Childhood Teacher Credential Course

Program Cycle

Currently, EBMT offers an undergraduate level year-round Early Childhood Teacher Credential Course which consists of:

1. an Academic Phase - September 2019 and ends in June 2021
2. a Practicum Phase - August/ September 2020 and June 2021.

Completion of the full course cycle requires a minimum of twenty-two (22) months with a practicum of 1 year. In order to receive a credential, all course requirements must be completed within three (3) years following the end of the Academic session.

Adult Learner to Instructor ratio depends on class enrollment but will not exceed 20 to 1.

Academic Phase

EBMT's Early Childhood Teacher Credential Course requires the completion of approximately 354 contact and outside observation hours. The academic Phase has classes scheduled approximately every other Saturday.

Academic Courses:

Montessori Philosophy/Theory and Peace	Observation
Child Development/Psychology	Practical Life Curriculum
Sensorial Curriculum	Language Curriculum
Mathematics Curriculum	Physical and Life Sciences
Social Studies/Geography	Classroom Leadership
Parent Involvement/Parent-Educator Partnership	Art, Music, and Movement



Class Schedule

Courses are offered approximately every other Saturday from September 2019 to June 2021. Classes are from 8:00 A.M. through 5:00 P.M. with a mid-morning and mid-afternoon break. There is a one-hour lunch break from 12:00 noon to 1.00 pm. A daily schedule, which is subject to change, is available in the Enrollment Packet.

Practicum Phase

Information on the Practicum Phase can be found later in this Handbook.

Attendance Policy

Adult Learners are expected to attend ***all*** scheduled sessions for both Academics and Practicum phases. Adult Learners are required to attend a minimum of 90% of each course component to obtain a passing grade for that course component.

Adult Learners are responsible for signing in on the Attendance Sheets provided by the instructor to document their presence in class. At the end of the course component, the instructor will submit the attendance sheets to the Director who will file each Adult Learner's form in his/her file. All absences and make-up work will be noted.

Arriving late or leaving early is considered incomplete attendance. All absences, tardy arrivals and early departure from class require the Adult Learner to complete an Absence Form to document time and content missed and to indicate make-up for the time and classwork missed. Fifteen minutes late is considered tardy.

The Instructor and the Director will review Adult Learner's attendance to ensure any required make-up is completed before a grade will be issued for the completion of course components.

Leave of Absence Policy

If an Adult Learner must be absent for an extended period of time for illness or family responsibilities, he/she must submit a letter in writing to the Program Director requesting a Leave of Absence of not more than six (6) months and explaining the reason for the extended absences. The Director and the Adult Learner will meet to discuss the Leave of Absence, requirements for rejoining the course cycle, and how course hours and content will be made up. An Adult Learner may only request one (1) Leave of Absence during a course cycle. See Additional Fees – Extension of Academic or Practicum Phase.

Make-up Policy

When a class or time is missed, the Adult Learner completes an "Adult Learner's Absence Form" to document the absence and submit it to the EBMT course instructor. The Adult Learner's Absence Form outlines the procedure to make-up content / experiences of missed class time. It is expected that Adult Learners will keep a personal record of any sessions missed and be responsible for signing in for any make-up session to ensure that there is documentation that the make-up requirement has been fulfilled.



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Less than 1-hour of missed class time can be made through a written assignment. 1 (one) to less than 4 (four) hours of class time will be made-up through written assignments, 1-hour with the instructor, and a \$50.00 fee. More than 4-hours up to 8-hours of missed class time will be made-up through written assignments, 2-hours with the instructor, and a \$100.00 fee. Over 8-hours of missed class will be made-up by attending the class during the next course cycle.

All make-up and / or tutoring will be scheduled at a mutual agreeable time between the Adult Learner and the instructor and must have prior approval by the course Instructor and the Program Director or Administrative Director.

Tuition, Fees, and Payment Policies

Please refer to *Appendix 2* of this handbook for the current Tuition and Fees and Payment Policies.

Additional Fees

“California Student Tuition Recovery Fund”

“You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

- 1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, prepay all or part of your tuition either by cash, guaranteed student's loans, or personal loans, and*
- 2. Your total charges are not paid by any third-party payer such as an employer, government program, or other payer unless you have a separate agreement to repay the third party.*

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

- a. You are not a California resident or are not enrolled in a residency program or*
- b. Your total charges are paid by a third party, such as an employer, government program, or other payer, and you have no separate agreement to repay the third party.”*

“The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency programs attending certain schools regulated by the Bureau for Private Postsecondary and Vocational Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any to the following:

- 1. The school closed before the course of instruction was completed.*
- 2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charged was collected within 180 days before the closure of the school.*
- 3. The school's failure to pay or reimburse loan proceeds, under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.*



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4. *There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the materials failure began earlier than 30 days prior to closure, the period determined by the Bureau.*
5. *An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.” (BPPE)*

Extra Practicum Visits

Tuition includes the cost of three (3) field consultant visits during the practicum phase for Supervised Practicum and 6 for a Self-directed Practicum. If there are any additional visits, the Adult Learner will be charged \$165 each additional visit.

Travel Reimbursement Fee

If the Adult Learner is in a practicum site that is over 25 miles from EBMT's training location, the Adult Learner will be assess the cost of transportation of the Field Consultant's visit at the current IRS mileage reimbursement rate and any food or lodging (if required) expense. This assessment is reimbursed directly to the Field Consultant by the Adult Learner and paid at the end of each Field Consultant visit.

Extension of Academic or Practicum Phase:

If for any reason the Academic Phase or the Practicum Phase is not completed within one (1) year of the end of the Academic Phase, an annual fee of \$100.00 will be charged to the Adult Learner for maintaining enrollment in the program. The Practicum must be completed within two (2) years after completion of the Academic Phase. In the case of an extenuating situation, a program may offer an Adult Learner an additional one (1) year to complete the practicum.

An EBMT Adult Learner who does not complete all Academic and Practicum Phase requirements with in three (3) years of the end of the course enrolled, will have to re-enroll in EBMT's program and be charged additional fees to cover re-enrollment, organization fees, evaluation, and credentialing.

Late Submission or Resubmission of work

A late submission fee of \$25.00 per assignment is charged for any assignment submitted more than 1 month after the due date.

Any work that is required to be resubmitted more than one time will be assessed a resubmission fee of \$25.00. This charge is required of each resubmission beginning with the third time the assignment has been turned in for evaluation. The resubmission fee is in addition to all other applicable fees, such as Extension of Time fees.

Books, Binders, and Other Supplies

Books, notebooks, and supplies are not covered in the fee schedule and are the responsibility of the Adult Learner. Every effort will be made to keep these additional costs to a minimum.



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Copy of Records

A previously enrolled Adult Learner may request access to his/her records in writing to the Administrative Director. A fee of \$15.00 will be charged for a copy of his /her records.

Returned Check Fee

A fee of \$30.00 will be charged for any returned check.

Late Tuition Payment

A fee of \$25.00 will be charged for late payment of tuition or fees.

Lending Library Charge

The Adult Learner will be charged the price to replace any book not returned within a month of the due date.

Non-payment of Tuition

Each Adult Learner is responsible for all financial obligations as advertised. An adult Learner will not be recommended for a Montessori Credential until all financial obligations are paid. The EBMT reserves the right to withhold an Adult Learner's transcript or grades if the Adult Learner has a default in financial obligations specified in the tuition contract.

Financial Assistance / Scholarship

EBMT does not provide any student loans, scholarships, financial aid, or assistance sponsored by any state or Federal government including Title IV money.

AMS Teacher Education Scholarship

Every year, the American Montessori Society awards competitive scholarships to aspiring Montessori teacher who attend AMS-affiliated teacher education programs. Since EBMT is an AMS-affiliated teacher education program all Adult Learners and potential Adult Learner are eligible to apply for this scholarship. To apply for an AMS Teacher Education Scholarship visit [AMS Teacher Education Scholarships](#). Application are generally available in January and due by May 1 of that year.

Cancellation of Enrollment and Withdrawal Policy - Refund

Enrolled in the Full Early Childhood Montessori Training Course

An Adult Learner should carefully consider and discuss with the Program Director, any conditions that may necessitate Cancellation of Enrollment or Withdrawal from the course. The Adult Learner has the right to cancel enrollment within 7 days of acceptance into the program or at the first-class session, whichever is later. An Adult Learner withdrawing from EBMT will receive a pro-rated refund of unused paid tuition following the schedule below. To withdraw, the Adult Learner must send a written notice of cancellation of enrollment by certified mail to EBMT's office at 4511 Peralta Blvd., Fremont, CA 94536 or by email.

The date of withdrawal will, in every case, be considered the date of the postmark on the envelope or email containing the written statement of withdrawal. If the student fails to notify the Program Director, no refund will be made.



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An Adult Learner withdrawing from EBMT Early Childhood Certificate Course will be responsible for the stated percentage of the total Tuition paid:

Less than 10% of academic program completed - the student will owe 20% of total Tuition

10% - 29% of academic program - the student will owe 40% of total Tuition

30% - 49% of academic program - the student will owe 80% of total Tuition

50% or more of the academic program - the student will owe 100% of total Tuition

EBMT will refund within 30 days of written notice of withdrawal any difference between the "percentage of total tuition" owed at the time of withdrawal and the payment made. Should an Adult learner withdraw and owe EBMT tuition payment according to the payment schedule, EBMT shall be entitled to collect the amount owed plus the cost of collection of such debt; including but not limited to attorney fees, collection agency fees, and court costs.

Enrolled in Individual Course Components

Fees paid on a per course basis are non-refundable and therefore there will be no refund for Adult Learner who pays on a per course basis and withdraws from a course

Adult Learner Records – Confidentially

Adult Learners' records are kept confidentially in a locked file in EBMT's office. Adult Learners may have access to their records on file by scheduling an appointment with the Administrative Director.

Records of all Adult Learners are maintained on-site for a five-year (5) period as required by the California State Law of Educational Institution. An Adult Learner may request access to his/her records in writing to the Administrative Director. A fee of \$15.00 will be charged for a copy of his /her records.

EBMT never releases any personal or financial information without a written consent of the Adult Learner.

EBMT Lending Library

To support educational reading, East Bay Montessori Training maintains a Lending Library of books and journals that enrolled Adult Learners can borrow free of charge. To borrow a book, complete the "Request to Borrow a Book" form and submit it to a Director or the Administrative Director. The Director or Administrative Director will provide the Adult Learner with the book/journal as soon as possible. To allow others access to pertinent reading, please return the borrow book within two weeks or at the next scheduled class. The Adult Learner will be charged the price to replace any book not returned within a month of the due date.

Please contact the Director or Administrative Director for a listing of books available to borrow from East Bay Montessori Training.



Adult Learner Services

EBMT Directors, Instructors, Administrative Assistant, Practicum Coordinator, and Field Consultants provide academic advising and counseling to Adult Learners as needed. During office hours, Adult Learners may contact the Program or Administrative Directors. Appointments may be scheduled with instructors.

The EBMT office also gives support to Adult Learners seeking employment by maintaining a regularly updated Job Opportunities Postings with contact information. EBMT does not guarantee job placement, salary, or occupational advancement for graduates.

EBMT does not offer any non-academic counseling or health care services, but does maintain a listing of emergency numbers and local hospitals. The Adult Learners are referred to health and social services in the local community. EBMT obtains from each Adult Learner a completed Emergency Medical Authorization Release Form by the beginning of the first day of training or before. A file of these Emergency Medical Authorization Release Forms is confidentially kept onsite during training.

In case of emergency, health care services can be found in the following hospitals:

- Kaiser Permanente, 39400 Paseo Padre Parkway, Fremont, CA 94538
- Washington Hospital, 2000 Mowry Avenue, Fremont, CA, 94538

EBMT does not provide Visa services or vouch for student status.

EBMT does not provide housing or dormitory facilities. EBMT does not find or assist Adult learners in finding housing.

EBMT does not provide any English language services, translators, or ESL classes.

Cancellation of Certification Course by EBMT

EBMT is a financially viable LLC that does not or has not had any pending bankruptcy proceeding. If for any reason, EBMT were to discontinue the Early Childhood Certificate Course, each Adult Learner would be notified and given a refund within 30 days of any unused paid tuition.

Assessment (Grading and Evaluation) Policy

EBMT Adult learners receive a syllabus for each curriculum area including the practicum, which details the requirements for completion, sets performance standards for success, and outlines assessment methods used. At the beginning of each course, Adult Learners are informed as to the methods of evaluation and provided an opportunity to ask questions on the requirement and assessment of that course.

Self-reflection and self-assessment are important tools for any Directress(or), thus the Adult Learner will make a personal assessment of his/her work when submitting assignments for review. The Adult Learner will use the Adult Learner Self-Evaluation Form for that assignment as a cover sheet for the assignment with the rubrics marked and comments on his/her work on the assignment.

Receiving feedback on assignments, practice, and evaluation is important for successful communication between the Adult Learners, the EBMT Directors, and instructors. As



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assignments, assessments, and projects are completed an Evaluation Sheet is used to assess the work. The instructor will return the assignment accompanied by the Evaluation Form with assessment and comments. A copy of each Evaluation Form is given to the Adult Learner and a copy is placed in the Adult Learner's file. The Adult Learner is responsible for compiling all assignment evaluations for each course component. Incomplete work will be returned to the Adult Learner with instructions for revising and/or completing the work. Also see fee schedule for resubmission of work.

The Adult Learner's final grade, in each of the course components, is based on class work, participation, use of practice time, assignments, manuals, and assessments. Assignments are scheduled and structured to prepare the Adult Learner for successive assignments or evaluations. All assignments and evaluations are due on or before the announced due date. If all assignments are not successfully completed the class before the scheduled date of the Oral and / or Written Exam, the Adult Learner will not be allowed to take the Oral and / or Written Exam and will have to schedule another time with the instructor to take the exam which will necessitate a fee. See Additional fee – Make-up & Missed Exam.

Grades are determined as follows: See the individual evaluation rubric for each assignment type for specific details.

Attendance and Participation – The Adult Learner is to show effort and endeavor, through active involvement in discussing, sharing, questioning and concentrated, thoughtful practice during each class.

Practice with Materials – The Adult Learner is to use practice time well, focusing on both proper technique and understanding the lesson so as to share it with children in discovery-based learning.

Assignments / Materials Making – The Adult Learner is to produce assignments and materials that are complete, accurate, clear, neat, beautiful, and durable and demonstrating his/her own work. Any text must be of appropriate level / style and be free of spelling, grammatical or other textual errors.

Written Work – The Adult Learner's written work is to show an understanding of Montessori Philosophy, the curriculum, the Adult Learner's insights and experiences; and be complete and accurate. It must also be clear, neat, with appropriate style, and be free of spelling, grammatical, or other textual errors.

Album – A clear, neat, beautiful, and durable album is to be produced that is complete and accurate to demonstrate understanding of the philosophy, scope, sequence, and presentations of materials.

Presentation of Materials or Lessons – The Adult Learner should be well prepared and organized so that the presentation is accurate, with appropriate movements and correct language and the Adult Learner should also understand and explain the aim(s) of the lesson and its placement in the curriculum sequence.



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Grading: (Review individual Evaluation Forms for more detailed rubrics)

4 points – Excellent

3 points – Strong

2 points – Satisfactory / Meet Requirements

1 point – Less than Satisfactory / Resubmit

Requirements for Course Completion

To be recommended for an EBMT Montessori Credential, an Adult Learner must have:

1. A minimum of **90% attendance** at all academic and practicum sessions with all Make-up Work successfully completed
2. **Obtained a rating of Satisfactory or better** on all course components assignments and assessments, (including but not limited to, manuals, original lessons, rationale papers, oral, and written exams, practice sheets, assignments, projects, etc.)
3. **Demonstrate** mastery of the EBMT / MACTE Competencies
4. **Passed** the Montessori practicum experience
5. **Paid** all financial obligations to East Bay Montessori Training

Time Limit: Adult Learners are expected to complete all course requirements, including academic, practicum, and financial requirements, within a 3-year time period following the end of EBMT's academic phase in which the Adult Learner was enrolled. This period can be extended by approval of the Program Director for Adult Learners in good standing. See "Extension of Academic or Practicum Phase" under "Additional Fees" above.

Standards and Responsibilities for the Adult Learner

1. **Knowledge of Program Policies and Requirements:** The Adult Learner is responsible for awareness of all policies and requirements of EBMT. Adult Learners are required to sign an acknowledgement of receipts of those policies and requirements and their responsibility for following them. This acknowledgement is kept in the Adult Learner's file.
2. **Practicum Site Agreement:** The Adult Learner must fulfill all duties and obligations listed in the agreement with the practicum site.
3. **Communication:** It is the responsibility of the Adult Learner to notify EBMT's Program Director if opportunities for learning in the specified areas are not being provided at the practicum site.
4. **Rights:** It is the responsibility of the Adult Learner to initiate grievance/problem-solving procedures with EBMT and AMS in situations that warrant it.
5. **Completion of Course Requirements:** The Adult Learner must fulfill all course requirements, including, but not limited to:
 - Academic assignments and requirements, such as attendance, projects, and teacher resource manuals
 - Practicum assignments and requirements, such as seminars, observations, and practice teaching
 - The Adult Learner will dress and act in a professional manner throughout the academic and practicum term
 - Financial obligations to EBMT, AMS, and MACTE
 - Final Evaluations: The Adult Learner must satisfactorily complete all assignments, including practical and written examinations and other methods for assessing competencies.



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6. **Time Limit:** Adult Learners are expected to complete all course requirements, including academic, practicum, and financial requirements, within a three-year time period following the program's official end of the academic phase in which the Adult Learner was initially enrolled. This period can be extended with the approval of EBMT's Director for Adult Learners in good standing.
7. **The practicum** must begin within two years of the end of the academic phase.
8. If the **Adult Learner extends his/her coursework** beyond the three years following the end of the academic phase, he/she must maintain membership in AMS. All Adult Learners must be current AMS members in order to be recommended for an AMS credential.
(paraphrased AMS Handbook 2018, p. 67-68)

Transferring into EBMT Program

Applicants transferring from a MACTE accredited Montessori course may transfer to the EBMT after a thorough review by the Program Director of all courses taken and course work completed. Adult Learners must complete and submit to the Program Director a Request for Evaluation of Transferring in Course Components Form to initiate review of course work. This review includes assessment of transcripts, previous work, written and performance exams, and demonstration of MACTE competencies. The Program Director will assign instructional hours, assignments, assessments, and practicum time that are necessary to verify attainment of the AMS / MACTE competencies and standards and completion of EBMT course requirements. The transferring in Adult Learner must take EBMT's Philosophy course component. Check the fee schedule for Review of Documentation Fee and cost for Philosophy course.

Applicants transferring from an institution without MACTE accredited status will be required to enroll in and complete the entire EBMT Early Childhood Certificate Training.

EBMT does not grant credit for "prior experiential learning" or accept units of credits from other accredited institutions or through the challenge examination and/or achievement tests.

"Notice Concerning Transferability of Credits and Credentials Earned at EBMT"

"The transferability of credits (certificate) you earned at EBMT is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the certificate you earned in EBMT is also at the complete discretion of the institution to which you may seek to transfer. If the credits or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending EBMT to determine if your credits or certificate will transfer."

EBMT does not have articulation or transfer agreement with any other institutions.

EBMT does not offer any Units of Credit.



Adult Learner Professional Code of Conduct

Adult Learners are expected to maintain professionalism and a respectful manner throughout the program. They are expected to follow the rules of Peralta learning environment. In the event of serious inappropriate conduct, the Program Director, in collaboration with the Administrative Director, has the authority to implement any solutions needed to resolve issue(s) and take immediate disciplinary action if necessary.

Adult Learners must adhere to the following guidelines:

1. Academic Honesty

- All academic work including, but not limited to, writing assignments, exams, and essays must be the Adult Learner's own work. All references must be cited properly.
- Academic dishonesty such as cheating or plagiarism may result in dismissal from the program.

2. Attendance

- Prompt attendance is expected at the beginning of the class and after each break.
- Leaving at any time during class time (Lecture, Discussion, Demonstration, Practice-session or any class activity) is not allowed.

3. Cell Phone Use and Social Media

- Use of cell phone during class time is prohibited. Any information shared or discussed in class is for learning purposes only and is strictly confidential.
- Use of social media during class hours to comment on any shared information on school, faculty, or classmates is strictly not allowed.

4. General Conduct

- Smoking and alcoholic drinks are not allowed on campus
- Eating during class time is not permitted.

Failure to meet or maintain the above guidelines may result in dismissal from the program. The faculty and the directors will determine disciplinary action and possible suspension or dismissal from the program in the event of unacceptable and unprofessional behavior.

Code of Ethics

EBMT promotes ethical treatment and behavior in its program. EBMT has adapted the AMS code of ethics to be used during the Early Childhood Course. (Adopted Feb 2017)

Code of Ethics of the American Montessori Society

Principle I – Commitment to the Student

In fulfillment of the obligation to the children, the educator:

1. Shall encourage independent action in the pursuit of learning
2. Shall protect the opportunity to provide for participation in educational programs without regard to race, sex, color, creed or national origin
3. Shall protect the health and safety of students
4. Shall honor professional commitments, maintain obligations and contracts while never soliciting nor involving students or their parents in schemes for commercial gain



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5. Shall keep in confidence information that has been secured in the course of professional service, unless disclosure serves professional purposes or is required by law

Principle II – Commitment to the Public

The Montessori educator shares in the responsibility for the development of policy relating to the extension of educational opportunity for all and for interpreting educational programs and policies to the public.

In fulfilling these goals, the educator:

1. Shall support the American Montessori Society and not misrepresent its policies in public discussion. Whenever speaking or writing about policies, the educator should take the precaution to distinguish private views from the official position of the Society;
2. Shall not interfere with nor exploit the rights and responsibilities of colleagues within the teaching profession

Principle III – Commitment to the Profession

The Montessori educator makes efforts to raise professional standards and conditions to attract persons worthy of trust to careers in Montessori education.

In fulfilling these goals, the educator:

1. Shall extend just and equitable treatment to all members of the Montessori education profession
2. Shall represent his or her own professional qualification with clarity and true intent
3. Shall apply for, accept, offer, recommend, and assign professional positions and responsibilities on the basis of professional preparation and legal qualifications
4. Shall use honest and effective methods of administering duties, use of time, and conducting business

As American Montessori Society members, we pledge to conduct ourselves professionally and personally, in ways that will reflect our respect for each other and for the children we serve. We will do whatever is within our talents and capacity to protect the right of each child to have the freedom and opportunity to develop his/her full potential. AMS requires that all member schools and AMS-affiliated teacher education programs agree to comply with the AMS Code of Ethics. AMS relies solely on self-compliance of this Code.

Adopted by the AMS Board of Directors October 1969.

Expanded June 1975. Updated October 2008 and 2010

(AMS Handbook 2018 – p 3-4)

Teacher Education Program Rights and Responsibilities

In order to preserve and protect the rights of adult learners, the teacher education program makes a commitment to the following responsibilities.

In the area of academics, the TEP will:

1. Emphasize quality in every aspect of course delivery.
2. Award credit when and where it is due, in accordance with published standards.
3. Maintain clearly stated written policies for accepting transfer credit from other institutions, in accordance with AMS policies.



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4. Disclose accurate information about the recognition and acceptance of credit for this course by other institutions.
5. Ensure fair and reasonable academic evaluation with grades and evaluations that are meaningful, timely, and based on quality of adult learner performance. The TEP will maintain transcripts or records of grades in accordance with state/local requirements, and guarantee confidentiality and adult learner access to records.
6. Award certifications when merited and inform adult learners regularly of academic progress. The TEP will recommend a candidate for credentialing by AMS after all stated requirements are satisfied.
7. Offer quality instruction through instructors who have appropriate preparation and expertise in accordance with AMS requirements, are up to date in their fields, meet according to the published schedule, come to class prepared, and are available to adult learners outside of class.
8. Describe course requirements in clear, specific, and accurate terms in written form, and ensure that requirements are educationally meaningful.
9. Notify adult learners of unusual features of the course that cannot be readily anticipated.
10. Offer coursework that follows the published catalog description.
11. Embrace the principle of academic honesty.
12. Publish causes for dismissal in clear and specific form and dismiss an adult learner only for appropriate cause and after due process.

In the area of advertising, the TEP will:

1. Publish advertising that is accurate, reliable, up to date, clear, and concise.

In the area of finances, the TEP will:

1. Assess reasonable tuition and provide timely notice of annual increases.
2. Inform potential adult learners of sources of financial aid.
3. Employ fair and accurate published refund policies.
4. Charge fair and reasonable fees for infractions such as breaking equipment or non-return of library books.
5. Keep accurate records of fees paid by each adult learner.
6. Inform adult learners about financial instability in the event such a condition exists.

In the area of admissions, the TEP will:

1. Provide published policies on the admission process.
2. Give prospective adult learners an accurate overview of the course, encouraging them to visit the facility in order to meet with staff and current adult learners to provide additional detail.
3. Maintain clear and specific policies on the availability of job placement services.

ADULT LEARNER RESPONSIBILITIES

The program maintains its rights as an institution of post-secondary education, and expects the adult learner to be responsible for the following:

It is the responsibility of the adult learner to:

1. Enroll only out of a need and desire to learn rather than a wish to manipulate the course for other ends.



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2. Be informed—by reading the information disseminated by the course.
3. Take an active part in planning and executing the course of study within the context of stated requirements and existing institutional resources.
4. Continually self-monitor academic progress.
5. Attend class and participate in other learning activities, come prepared, and complete assignments on time.
6. Embrace the principle of academic honesty.
7. Respect the freedom of the program's staff to inquire, publish, and teach.

In the area of finances, the adult learner accepts the responsibility to:

1. Be informed—about the full cost, refund policies, and financial stability of the program by reading published statements on fees and policies and by contacting the program director and/or administrators with any questions.
2. Read and fully comprehend contracts before signing them and keep a copy of all contracts and receipts.
3. Understand tuition costs completely and accurately.
4. Satisfy financial obligations to the program in a timely fashion.

In the area of admissions, the adult learner accepts the responsibility to:

1. Be knowledgeable about other available courses/programs to ensure that enrollment is based on an informed decision.
2. Represent oneself honestly in applying to the program.
3. Complete the application process promptly by submitting requested materials and fulfilling prerequisite requirements.

The essence of this statement comes from "Fair Practices in Higher Education: Rights and Responsibilities of Students and Their Colleges in a Period of Intensified Competition for Enrollments," a report of the Carnegie Council on Policy Studies in Higher Education (1979, Jossey-Bass). (AMS Handbook 2018 – p 8-10)

Complaint Process

An Adult Learner may schedule a time with the Program or Administrative Director during regular weekday school hours or Saturdays during training hours at the Peralta office to notify EBMT of any problems.

Adult Learner Representative

The goal of creating the Adult Learner Representatives is to oversee attendance, assist in the peace and order of the Montessori Learning Community created amongst the cohort of learners. The Adult Learners will elect one (1) representative who will work both with the Adult Learners and the Directors. The representative must be active and currently enrolled for the full course.

The Adult Learner representative also serves on the Grievance Committee.



Grievance Policies and Procedures

Purpose

1. To arbitrate significant complaints, grievances, or disagreements between and among Adult Learners, faculty, Field Consultants, and personnel of the EBMT
2. To decide on a course of action, in response to a grievance.

The EBMT Arbitration Committee includes the following members:

1. Program Director,
2. Administrative Director, or Administrative Assistant
3. One faculty member selected by the faculty
4. One Adult Learner Representative currently enrolled in the program selected by the student body

Areas of Grievance

The Arbitration Committee will consider serious grievances against the program, its management, and faculty in the following areas:

1. Seriously inadequate or deficient performance by an instructor
2. EBMT's failure to meet the financial obligations where legally due

Grievance Procedure

1. A person initiating a complaint must first consult with the person against whom the complaint is being brought and attempt to work out a satisfactory solution. The Program Director must give final approval to any solutions negotiated in this manner.
2. If a complaint is not resolved to the participants' satisfaction by this initial contact, the problem can then be submitted as a formal complaint. The Grievance must be submitted in writing stating the specific nature of the grievance and steps that have been taken to work out the problem. Upon receipt of formal submission of the written grievance, the Program Director will review the complaint and take steps taken to work out a solution by:
 - (A) Bringing the parties together to work out a solution or
 - (B) Convening the Arbitration Committee in a timely fashion. Any individual named in the formal written grievance will not serve on the Arbitration Committee
3. In the event of a hearing, the Arbitration Committee shall hear from both sides of the dispute and shall first attempt to negotiate a satisfactory solution. Failing that, the Arbitration Committee shall decide, by majority vote, upon a course of action.

The Program or Administrative Director can be contacted through EBMT's Peralta office during regular school hours and are on site during all EBMT scheduled classes.

"Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833 or P.O. Box 980818, West Sacramento, CA 95798-0818, www.bppe.ca.gov, (888) 370-7589 or by fax (916) 263-1897." (BPPE)



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AMS office of Teacher Education, 116 East 16th St. FL 6, New York, NY 10003,
212-358-1250



MACTE 420 Park Street, Charlottesville, VA 22902, (434) 202-7793

www.macte.org

Dismissal Policy

1. Grounds for Dismissal

Grounds for dismissal include but are not limited to:

- Unprofessional behavior, conduct or plagiarism
- Poor attendance
- Inability and / or unwillingness to meet program requirements and standards. (Falling behind by more than 2 assignments shall indicate unsatisfactory progress and may be cause for review of an Adult Learner's status by faculty and Program Director)
- Failure to follow policies and procedures of the site, directors, instructors, and /or EBMT
- Deficient in paying financial obligations

2. Dismissal Procedures

- A. If a Director, in conjunction with the instructors, determines that an Adult Learner is violating one or more of the above, a consultation with the Adult Learner will be set up and the Adult Learner informed of the violation and counseled regarding necessary corrective action. The Adult Learner may be granted probationary status.
- B. The Adult Learner will be given a specific time period to make corrective action.
- C. After the specified time, EBMT's Directors together with the faculty will review the Adult Learner's progress or lack of progress to determine the next course of action. If progress has been made, the Probationary Status may be lifted. If the Adult Learner's performance is still unsatisfactory, the Adult Learner will be dismissed from the program. Refund to the Adult Learner will be within 30 days and will follow the refund policy list above for withdrawal.

3. Right of Appeal

If the Adult Learner does not agree with the dismissal, he/she may appeal the dismissal by initiating the Grievance Procedures listed above.

EBMT Practicum

Early Childhood Practicum Teaching (minimum 540 hours)

The Practicum Phase is a significant part of each Adult Learner's educational experience and assessment. It provides the Adult Learner the opportunity to apply the theories and insights acquired from the academic phase into an authentic Montessori environment.

During the practicum phase, the Adult Learner will work as an intern teacher in an approved Montessori classroom for children ages 2 ½ through 6 years with the

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supervision of a Montessori Credentialed Supervising Teacher or in a Self-Directed program. The Adult Learner works in an Early Childhood classroom for a minimum of 3 hours a day, 5 days a week for the entire school year, nine consecutive months, completing a minimum of 540 practicum hours.

During the practicum, the Adult Learner will put into practice the principles and methods of Montessori education, following the development of the children in the assigned class and establishing a relationship with the students. The Adult Learner will observe, participate in the various aspects of planning, record keeping, present materials, internalize and assume responsibility in classroom operations, leadership and management, supervision of the children, and communication with parents and families.

Age Range of Children

The class may contain children in the 2.5 through 6 age span but must contain at least the 3 through 6 age span to allow the Adult Learner to follow the developmental stages of children in an environment which is prepared to meet their social, emotional, intellectual, physical, and spiritual needs, and one which is equipped with the full complement of Montessori materials.

Early Childhood Classroom Materials

The practicum classroom must be equipped with the full complement of Montessori materials and activities appropriate to the ages and needs of the children at the Early Childhood age level.

Supervised Practicum

1. The supervised practicum requires that the Adult Learner participate in the Montessori Early Childhood classroom of a qualified supervising teacher at an approved school site.
2. The Adult Learner may not be asked to assume total responsibility for a class without the presence of a qualified supervising teacher or other qualified staff person.
3. EBMT requires a minimum of three (3) on-site consultation visits by a qualified Field Consultant spread throughout the practicum phase.

The supervised Adult Learners will be assessed in the Practicum Phase through a minimum of three (3) Field Consultation visits in which the EBMT Field Consultant completes a written Observation Report for each visit. The Supervising Teacher will also complete a minimum of three (3) Observation Reports throughout the Practicum Phase.

The Practice Check-off Sheets filled out as Adult Learner practices presentations and materials in each of the areas of the Early Childhood, 2 ½ through 6 years old classroom, will be both a supportive and an evaluative tool. During the Practicum Phase, the Adult Learner will have the opportunity to complete 10 observation reports with each report having the Adult Learner focus on specific topics of Montessori theory and practice.



Self-Directed Practicum

1. All requirements for the supervised practicum also apply to the self-directed practicum, with the exception that the Adult Learner has full responsibility for the Montessori class without the daily guidance of a qualified supervising teacher in the classroom.
2. Adult Learners may qualify for the self-directed practicum with one or more of the following prerequisites, along with written approval of EBMT's Director:
 - a. Prior experience as an assistant in a Montessori environment
 - b. Two or more years of previous teaching experience at the Early Childhood age level
 - c. A bachelor's degree from a regionally accredited U.S. college or university, or its equivalent
3. EBMT requires a minimum of six (6) on-site consultation visits by a qualified Field Consultant spread throughout the practicum phase.

Self-Directed Adult Learners will be provided extra support from the EBMT administration team, the Field Consultant, as well as from a mentor teacher and/or administrator in the event that a Supervising Teacher is not available. The mentor teacher and/or administrator will be assigned based on certification and/or level of experience in the classroom, and, in conjunction with the Field Consultant, will provide the Adult Learner with necessary supervision and regular consultation. The mentor teacher and/or administrator will be available for consultation regarding daily classroom routines such as materials preparation, daily schedule, and classroom management.

An EBMT Field Consultant will provide the Self-Directed Adult Learner additional support through a minimum six (6) Field Consultant visits where the Field Consultant completes a written Observation Report for each visit. These visits will be spread throughout the Practicum Phase. The Field Consultant will conduct monthly telephone conferences with the Adult Learner to ensure open communication and to allow for additional coaching. The mentor teacher and/or administrator will complete a minimum of three (3) Observation Reports throughout the Practicum Phase. If circumstances require, the EBMT Program or Administrative Director may take over the role of mentoring and completing evaluation forms for the Self-Directed Adult Learner. The EBMT Practicum Coordinator will ensure through periodic monitoring that this support plan is implemented properly.

Entrance into Practicum Policy

No part of the practicum may precede the beginning of the academic phase of the course.

The Adult Learner must begin the Practicum Phase within 2 years of the end of the Academic Phase of the course cycle in which the Adult Learner was enrolled.

Since the purpose of the practicum is to offer the Adult Learner the opportunity for practice with the information and insights acquired during the academic phase, at least 90% of the academic contact hours (not including assessment) must be completed prior to the end of the practicum experience.

To enter the Practicum Phase of the EBMT Early Childhood Certificate Course, the Adult Learner must be registered for the entire Early Childhood Montessori Certificate Course September 2019 to June 2021



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program at EBMT. The Adult Learner must also have completed a minimum of 90% of EBMT's academic hours for the EC Certificate course held prior to the start of the practicum, including portions of Philosophy and one of the core course components, have all tuition and fees paid in full, and successfully completed all assignments due within that timeframe.

After review of the Adult Learner's file, assignments, payments, and recommendations from instructors, Administrative Director, and Program Director, the Adult Learner will be given a letter that they are eligible to enter the Practicum Phase of the course. The Practicums must be completed within three years of completion of the Academic Phase.

Adult Learners for the 2019 – 2021 course will enter in the Practicum Phase that begins in August/September of 2020 and conclude in June of 2021 for a practicum lasting 1 academic year.

Standards and Responsibilities for the Practicum Site

EBMT has adopted AMS Standards and Responsibilities for the Practicum Site.

An adult learner must begin the practicum phase within two years of the end of the academic phase.

1. **AMS Membership:** It is recommended that the practicum site is an AMS member school. Programs report practicum sites annually to AMS using the AMS Adult Learner Registration and Practicum Report Form.
2. **Non-Discrimination Policy:** The site must have a written non-discrimination policy for both children/adolescents and staff.
3. **Licensing:** The site must meet all applicable local, state, and federal regulations.
4. **School Policies:** The site must communicate to the adult learner and the teacher education program, in writing, its administrative policies and standards relating to the adult learner.
5. **Job Description/Contract:** The site must provide a job description and a contract of agreement acceptable to the site, the adult learner, and the teacher education program. This job description or agreement should include the nature and type of remuneration given the adult learner, if any.
6. **Cooperation with the Teacher Education Program:** The site must agree to cooperate with the teacher education program in all matters relating to the practicum.
7. **Job Responsibilities:** Adult learners in their practicum phase cannot be asked to provide service to the school other than that which would be found as the responsibility listed in the job description of any teacher/administrator during their practicum hours (i.e. janitorial services, before or after day care services, etc.). Adult learners may provide additional services outside their practicum hours if agreed upon by both parties.
8. **Age Range of Class: Early Childhood:** The class should contain children in the full 2.5 through 6 age span.
9. **Classroom Environment:** To ensure that the adult learner is able to implement the Montessori curriculum, the environment must be designed and equipped to meet the developmental needs of the children or adolescents served. The classroom must include appropriately-sized furnishings and a full array of recommended Montessori materials for the age range of the class, arranged on open shelves accessible to all



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children or adolescents. See the *AMS Suggested Materials Lists* for schools on the AMS website.

10. **Supervision:** Supervision of adult learners is provided by the supervising teacher and a field consultant or, in the case of a self-directed practicum, through the field consultant and/or mentor. For a self-directed practicum, a minimum of three on-site consultation visits by a field consultant plus additional support that is documented on the *AMS Credential Recommendation Form* is required.
 - a. For all course levels (with the exception of the Administrator course), supervision must be provided according to one of two options:
 1. In the classroom with an approved supervising teacher
 2. In a self-directed classroom with regular supervision by a qualified and approved field consultant

(AMS Handbook 2018 – p.64-66)

Standards & Responsibilities for the Supervising Teacher

EBMT has adopted AMS Standards and Responsibilities for the Supervising Teacher.

1. **Credentials:** The supervising teacher must hold a recognized Montessori credential at the age level of the class at the level of supervision. The supervising teacher cannot be the adult learner's field consultant.
2. **Teaching Experience:** The supervising teacher must be in at least the second year of teaching at the level of instruction after receipt of the Montessori credential.
3. **Approval:** The director of the teacher education program must approve the supervising teacher.
4. **Adult Learner Experiences:** The supervising teacher is responsible for providing experiences relating to the following areas:
 - a. Preparation and Management: indoor and outdoor prepared environments
 - b. Observation and Recording: observing, responding/planning, assessing, and maintaining records
 - c. Interaction: relations among parents, staff, and children
 - d. Instruction: designing developmentally appropriate activities that meet the tenets of Montessori philosophy, including spontaneous and planned individual and group presentations
 - e. Management: individual and group strategies
 - f. Parent/Community Involvement: family support and community services; parent education, interviews, conferences, and meetings; open house
 - g. Staff Involvement: participation in meetings, establishing team compatibility and problem-solving techniques
 - h. Participation in curriculum planning meetings, where appropriate
 - i. Participation in team meetings regarding special education (IEP, ISP, etc.)
5. **Meetings:** The supervising teacher must schedule regular review and coaching sessions with the adult learner at least once per month to assess progress in the above areas.
6. **Assessment:** The supervising teacher must complete assessments and submit all evaluation forms requested by the teacher education program at the designated times.
7. **Communication:** The supervising teacher has the responsibility to communicate fully and honestly regarding the performance of the adult learner.
8. **Attendance:** The supervising teacher must be in the adult learner's classroom full time.
9. **Number of Adult Learners Assigned:** A supervising teacher cannot have more than two adult learners per classroom.

(AMS Handbook 2018 – p. 66-67)



Standards and Responsibilities for the Field Consultant:

EBMT has adopted AMS Standards and Responsibilities for the Field Consultant.

The Field Consultant will:

1. Have a minimum of a Bachelor's Degree from a regionally accredited U. S. College/University or its equivalent. An Early Childhood Field Consultant that has the minimum of a secondary education diploma (high school diploma) must have a professional portfolio that documents educational achievements.
2. A recognized Early Childhood Montessori credential
3. Evidence of continuing professional development
4. Three (3) years of Montessori teaching experience at the Early Childhood level following receipt of their Montessori Early Childhood credential
5. Be a current AMS Member
6. Able to perform the following:
 - a. Observe the Adult Learner's class a minimum of three (3) times for a Supervised Practicum [Six (6) times for a Self-directed Practicum] during the practicum and provide a written report of each observation. To best support the growth of the Adult Learner, the consultations/evaluation visits must be spread throughout the practicum phase.
 - b. Each observation must include a minimum of two (2) hours to assess the Adult Learner's progress in the classroom. The visit should also include communication with the Adult Learners, supervising teacher and, if appropriate, the head of the school.

The goals of the meeting:

- Discuss the psychological needs of the children whom the Adult Learner is teaching
 - Review the record keeping procedure the Adult Learner is using
 - Aid in the implementation of the Montessori Early Childhood materials
 - Encourage and discuss the Adult Learner's relationship with other adults the teaching experience
 - Discuss classroom leadership techniques
- c. One (1) of the three (3) required visits for a practicum may be conducted by video or video conferencing at the Program Director's discretion. It is recommended that this be the second visit, though there are circumstances when this may be more appropriate for the first or final visits. Visit beyond the required minimum three (3) visit may also be conducted by video or video conferencing at the Program Director's discretion.

The Field Consultant cannot be the Adult Learner's Supervising Teacher or employed by school if the Adult Learner is sponsored by the school.

EBMT Practicum Extension Policy

The Adult Learner needing an extension of the Practicum must submit a written request for extension addressed to the Program, Administrative Director or Practicum Coordinator describing the reason for extension. Currently, an extension may be granted only upon an unexpected circumstance such as a death in the immediate family, hospitalization, or other life-threatening situation or event. The EBMT Directors will review the request. If an extension is granted, see "Extension of Academic / Practicum" under Additional Fees.



Appendix 1: Faculty and Staff

The EBMT directors and instructors are dedicated and committed to teaching children and adults. They have extensive Montessori teaching experience, training, and a passion for the Montessori way of learning.

Kiran Grewal, Program Director, Instructor, Field Consultant

Ms. Kiran Grewal, MBA, holds an AMS Early Childhood Credential. She is the owner and founder of Learn And Play Montessori School and East Bay Montessori Training Center in CA

Medha Nevasekar, Administrative Director, Instructor, Practicum Coordinator

Medha Nevasekar, BS, holds an AMS Elementary-I Credential, and an AMS Early Childhood Credential. She is the Global Curriculum Director of Learn and Play Montessori School in CA.

Peter Larrow, Instructor

Peter Larrow, M.Ed., holds an AMS Early Childhood credential and has been a Montessori school administrator, teacher, teacher educator, and founder of several Montessori Education centers and is currently a faculty member of several Montessori Teacher Education Programs.

Rosann Larrow, Instructor

Rosann Larrow, M.A., holds an AMS Early Childhood credential and Elementary I-II credential. Rosann also lectures for various Montessori Teacher Education Centers throughout the United States and in Korea.

Robin Stearns, Instructor

Robin Stearns, M.Ed., holds an AMS Early Childhood credential. She is the Director/Head ECE Teacher of Beginnings & Beyond Montessori Christian Preschool & Kindergarten, Concord CA

Anoma Singh, Instructor

Anoma Singh holds an AMI Early Childhood credential. Previously she worked as the site director of Montessori preschools. She is the instructor for multiple Montessori Teacher Education Centers in CA.

Bernadette Zermeno, Instructor

Bernadette Zermeno, MA holds Early Childhood Generalist Certification. She is the Early Childhood Trainer and Professor in multiple institutes in CA.

Tara Valentine, Instructor



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Tara Valentine, M.Ed., holds an AMS Early Childhood credential. She is a kindergarten teacher at San Mateo Foster City School District, CA. She is also an educator and the presenter at AMS conference.



Appendix 2: Course Tuition and Fees

Tuition and Fees for Course Cycle 2019 - 2021	
Application Fee (non-refundable) due with application (This is not part of any other fees.)	\$295.00
Full Tuition for complete Early Childhood Training course including Supervised Practicum and Student Fees (Self-directed practicum is an additional \$405.00)	* \$6130.00
Fee per course - Montessori Philosophy, Practical Life, Sensorial, Math, Language, Child Development, and Classroom Leadership	\$495.00
Fee per course – Physical / Life Sciences, Parent Involvement, Observation, Social Studies, and Art / Music / Movement	\$295.00
Student / Organizational Fees (Non-refundable) (included in Full Tuition)	\$400.00
Supervised Practicum Fee (included in Full Tuition)	\$495.00
Self-Directed Practicum	\$990.00
Extra visit is required	\$165.00
Student Tuition Recovery Fund (STRF) As determined state of CA each year	Presently \$0.00
For those transferring from another MACTE accredited course Review of Documentation Fee (per two courses)	\$100.00
Returned check fee	\$30.00
Late submission of work or Resubmission of work fee	\$25.00
All fees and tuition are due on or before the first day of the class. Fee for Late Payment	\$25.00
Adult Learners will not be allowed to attend classes unless tuition / fees are paid in full.	
Books and Early Childhood Montessori manuals are the responsibility of the individual Adult Learner	
See the Adult Learner Handbook section on “Additional Fees” for additional fees.	

*** Discounts:**

1. If the tuition for the entire program is paid in advance, the Adult Learner will receive a 10% discount.
2. If there are 3 (three) or more Adult Learners from one school, a group discount of 10% will apply if the members of one school all are enrolled in the same academic program or course.

*These two discounts cannot be combined.



Appendix 3: MACTE Competencies

Upon completion of the course, the Adult Learner will be able to demonstrate competence in the following areas:

Categories of Competency:	Competencies – the adult learner understands the following as they relate to the course level:	Possible sources of Evidence:
I. Content Knowledge – Understands the theory and content regarding:		
	1a. Montessori Philosophy	Written Assignments, exams
	1b. Human Growth and Development	Written assignment
	1c. Subject matter for each Course Level not to exclude: <ul style="list-style-type: none"> • Cosmic Education • Peace Education • Practical Life • The Arts • Fine and Gross Motor Skills 	Album, rationale paper, lesson write-ups, exams
	1d. Community resources for learning	Album, written assignment
II. Pedagogical Knowledge - Understands the teaching methods and materials used regarding:		
	2a. Correct use of Montessori	Practice, Oral exam, Practicum
	2b. Scope and Sequence of curriculum (spiral curriculum)	Discussion, original lesson, exams
	2c. The prepared environment	Written assignments, Practicum
	2d. Parent/Teacher/Family/Community Partnership	Discussion
	2e. The purpose and methods of observation	Observation reports, written assignments
	2f. Planning for instruction	Written assignments
	2g. Assessment & documentation	Child-study
	2h. Reflective practice	Yearlong Journal
	2i. Support and intervention for learning differences	Written assignments, discussion
	2j. Culturally responsive methods	Written Assignments
III. Practice – can demonstrate and implement within the classroom:		
	3a. Classroom leadership	Practicum, evaluations during Practicum
	3b. Authentic assessment	Practicum, evaluations during Practicum
	3c. The Montessori philosophy and methods (materials)	Practicum, evaluations during Practicum
	3d. Parent/teacher/family partnership	Self-evaluation
	3e. Professional responsibilities	Discussion
	3f. Innovation and flexibility	Discussion

MACTE handbook 2018 – p. 22



Appendix 4: Early Childhood Course Descriptions / Contact Hours

6.2.5.1 Practical Life Curriculum - Core - 32 Instructional Hrs. + 4 Evaluation Hrs.

Encompasses the philosophy and rationale of the curriculum area of practical life, ground rules, grace and courtesy, development and refinement of movement, care of the person, care of the environment, food preparation, and nutrition.

6.2.5.2 Sensorial Curriculum - Core - 32 Instructional Hrs. + 4 Evaluation Hrs.

Explores the philosophy and rationale of the curriculum area of sensorial and materials aiding in the development and refinement of the senses.

6.2.5.3 Language Arts Curriculum - Core – 38 Instructional Hrs. + 4 Evaluation Hrs.

Explores the philosophy and rationale of the curriculum area of language arts, receptive and expressive language experiences, visual and auditory perceptual experiences, vocabulary development and enrichment. The language materials support the development of skills and concepts in reading, penmanship, writing, function of words/grammar, and children's literature and drama.

6.2.5.4 Mathematics Curriculum - Core - 38 Instructional Hrs. + 4 Evaluation Hrs.

Encompasses philosophy and rationale of the curriculum area of mathematics, materials that aid in development of mathematical skills and concepts in introduction to numeration, linear counting, the decimal system and their functions, memorization of basic arithmetic facts, fractions, and math applications.

6.2.5.5 Physical & Life Science Curriculum – Core – 16 Instructional Hrs.

Discusses the philosophy and rationale of the curriculum area of physical and life sciences including botany and zoology, earth's composition and physical science.

6.2.5.6 Social Studies/History and Geography Curriculum - Core - 16 Instructional Hrs.

Explores the philosophy and rationale of the curriculum area of social studies/history which includes geography: continents, land and water forms, globes, maps, flags, multicultural awareness, and history: time, calendar, seasons and personal family history.

6.2.5.7 Classroom Leadership - Core - 34 Instructional Hrs.

(The 33 instructional hours includes 2 hours of Yearlong project.)

Focuses on the philosophy and rationale of classroom leadership, classroom management on preparation of the environment, staff scheduling, child's schedule for the day, curriculum planning and teaching strategies, evaluation of children and techniques in discipline, communication and problem-solving. Includes the skills and concepts in understanding human needs and requirements (children, families and staff) specific to a full day or extended program, multi-culture and diversity in all forms, issues relating to school administration, professional relationships and best practices.



6.2.5.8 Montessori Philosophy/Theory and Peace - Foundational - 32 Instructional Hrs. + 2 Evaluation Hrs.

Montessori Philosophy/Theory focuses on understanding of Montessori philosophy and theory from the historical perspective. The course also looks at specifics of the Montessori method, such as absorbent mind, sensitive periods, logical-mathematical mind, spiritual and moral development of the child. It explores how the philosophy relates to the children, materials, role of the teacher, prepared environment and peace education.

6.2.5.9 Observation - Foundational - 12 Instructional Hrs. + 20 Hrs. Documented independent Observations

This course includes lecture and documented observation, some of which can be done during the practicum phase. The course includes 12 hours of lecture in which the Adult Learner is introduced to reflective practices of observation and record keeping skills. The course also includes 20 hours of documented classroom observations to be done during the Practicum phase.

6.2.5.10 Child Development/Psychology - Other - 34 Instructional Hrs.

Focuses on the theories of development, stages of development, areas of development are examined in physical, cognitive, emotional and social abilities. Current theories and research examined.

6.2.5.11 Art, Music and Movement Curriculum - Other - 16 Instructional Hrs.

Encompasses the philosophy and rationale of the curriculum area of art, materials that aid the development of art concepts and skills in two-dimensional work, three-dimensional work, art appreciation and history.

Includes the philosophy and rationale of the curriculum area of music, materials that aid in the development of music concepts and skills in rhythmic, singing, instrumental, music appreciation and music history.

Includes the philosophy and rationale of the curriculum area of movement, materials that aid the development of movement concepts and skills in body awareness, basic skills in loco-motor, stationary, games and line activities.

6.2.5.12 Parent Involvement/Education (Parent-Educator Partnership), Child, Family and Community - Other - 16 Instructional Hrs.

Focuses on the philosophy and rationale for parent involvement in child's education, raising the level of awareness of multicultural families and diversity, developing a knowledge of base, providing options for collaboration, creating strategies for collaboration, and application-implementation of strategies.

6.2.5.13 Early Childhood Practicum Teaching (minimum 540 hours)

The practicum provides the Adult Learner the opportunity to work as an intern teacher in a Montessori classroom for children ages 2 ½ through 6 years with the supervision of a Montessori Credentialed Head teacher. During the practicum, the intern teacher will put into practice the principles and methods of Montessori education. The Adult Learner will observe, internalize and assume responsibility in classroom operations, leadership and management, supervision of the children, and conferences with parents and families.



Appendix 5: Required Readings

For all Courses:

1. All course manuals
2. All Handouts and Articles provided/required by the instructor

For several courses: Practical Life, Sensorial, Math, Language, Social Studies (Geography and History), and Physical and Life Sciences

1. "The Montessori Method" by Maria Montessori
2. "The Discovery of the Child" by Maria Montessori
3. "Dr. Montessori's Own Handbook" by Maria Montessori

Philosophy

1. "Together with Montessori" by Cam Gordon
2. "Honoring the Light of the child" by Sonnie Mc Farland
3. "Education and Peace" by Maria Montessori
4. "Maria Montessori – Her Life and Work" by E. M. Standing, Plume - Penguin Group, New York.

Observation

1. "Observing and Understanding Child Development"- A Child Study Manual by Deb Ahola and Abbe Kovacik

Art / Music / Movement – (Recommended only)

1. "Sharing Art with Children" by Julie Karlonas
2. "Let Out the Sunshine" by Regina Barnett
3. "Movement Matters: A Movement Album for Montessori Early Childhood Programs" by Melani Fuchs and Diane Kraft
4. "Perceptual Motor Lesson Plans" by Jack Capon

Child Development

1. "Observing and Understanding Child Development" - A Child Study Manual by Deb Ahola and Abbe Kovacik

Classroom Leadership

1. "Observing and Understanding Child Development" by Debra Ahola & Abbe Kovacik,
2. "Positive Discipline" by Jane Nelson, Ed. D.



Appendix 6: Assignment Schedule

At each class: Attendance and Active Participation as described on the syllabus

Philosophy and Peace

1. Montessori Philosophy and Peace Manual - Due: Sat., Nov. 2, 2019
2. Rationale Paper – Due: Sat., Nov. 2, 2019
3. Written Exam - Due: Sat., Nov. 2, 2019
4. Maria Montessori Timeline Project - Due: Sat., Nov. 2, 2019
5. Oral Exam – Peace Lesson Presentation - Due: Sat., Oct. 19, 2019

Practical Life

1. Original Practical Life Lesson - Due: Sat., Jan. 11, 2020
2. Practical Life Manual - Due: Sat., Jan. 25, 2020
3. Adult Learner Practice Check-off Sheet - Due: Sat., Jan. 25, 2020
4. Rationale Paper - Due: Sat., Jan. 11, 2020
5. Oral Exam - Due: Sat., Jan. 25, 2020
6. Written Exam - Due: Sat., Jan. 25, 2020

Sensorial

1. Original Sensorial Lesson – Due: Sat, June 13, 2020
2. Sensorial Manual - Due: Sat., June 13, 2020
3. Adult Learner Practice Check-off Sheet - Due: Sat., June 13, 2020
4. Rationale Paper - Due: Sat., May 30, 2020
5. Oral Exam - Due: Sat., June 13, 2020
6. Written Exam - Due: Sat., June 13, 2020

Observation

Observation reports -

- Observation reports 1-3 - Due: Sat., Nov. 7, 2020
- Observation reports 4-6 - Due: Sat., Feb. 6, 2021
- Observation reports 7-10 - Due: Sat., May 22, 2021

Mathematics

1. Original Math Lesson - Due: Sat., Oct. 24, 2020
2. Mathematics Manual - Due: Sat., Nov. 7, 2020
3. Adult Learner Practice Check-off Sheet - Due: Sat., Nov. 7, 2020
4. Rationale Paper - Due: Sat., Oct. 24, 2020
5. Oral Exam - Due: Sat., Nov. 7, 2020
6. Written Exam - Due: Sat., Nov. 7, 2020

Language

1. Original Language Lesson - Due: Sat., Mar. 21, 2020
2. Language Arts Manual - Due: Sat., Apr. 18, 2020
3. Adult Learner Practice Check-off Sheet - Due: Sat., Apr. 18, 2020
4. Rationale Paper – Due: Sat., Mar. 21, 2020
5. Oral Exam - Due: Sat., Apr. 18, 2020
6. Written Exam - Due: Sat., Apr. 18, 2020



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Social Studies – History and Geography

1. Social Studies/History and Geography Manual - Due: Sat., Apr. 17, 2021
2. Adult learner Practice Check-off Sheet - Due: Sat., Apr. 17, 2021
3. Rationale Paper - Due: Sat., Apr. 17, 2021

Physical and Life Science

1. Physical and Life Science Manual - Due: Sat., Mar. 20, 2021
2. Adult learner Practice Check-off Sheet - Due: Sat., Mar. 20, 2021
3. Rationale Paper - Due: Sat., Mar. 20, 2021

Classroom Leadership

1. Yearlong Project - Due: Sat., June 5, 2021
2. Written Assignment – Due: Sat., June 5, 2021

Parent Involvement

1. Group Research Project - Project Approval: May 22, 2021
Project Presentation - Due: Sat., May 22, 2021
2. Individual Presentations –
 - a. Immigration Stories and Experiences Due: Sat., May 22, 2021
3. Individual Report -Community Service Journal Due: Sat., May 22, 2021

Art, Music, and Movement

1. Art, Music, and Movement Manual - Due: Sat., Dec. 19, 2020

Child Development and Psychology

1. Child Case Study Project - Due: Sat., June 5, 2021

Practicum

1. **Obtaining approval to enter the Practicum Phase - Due:** June 13, 2020
2. **Practicum Planning and Reflection Journal/Binder - Due:** To be shared with the Supervising Teacher and/or Mentor/Administrator on a weekly or monthly basis. Also, to be shared with the Field Consultant during visits and to be reviewed by the Practicum Coordinator as requested. **Due:** Sat. June 5, 2021 for final review
3. **Supervising Teacher or Mentor/Administrator Report - Due:** As required, approximately a month prior to or following the Field Consultant's visit.
4. **Field Consultant Visit preparation – Due:** Prior to Field Consultant visit



Appendix 7: Core Components of Montessori Education

The American Montessori Society recognizes 5 components as critical to a quality Montessori teacher education program. While these core components are required only for AMS-accredited schools, we believe that fully integrating all of them into every Montessori teacher education program reflects best practices—along with the implementation of a philosophical approach that is consistent with the educational methods and areas of instruction as defined by the observations, research, writings, and instruction of Dr. Maria Montessori. This approach includes an emphasis on the imperativeness of education for peace, which permeates all activities that take place within the Montessori environment.

- 1. Properly Trained Montessori Teachers:** Properly trained Montessori teachers understand the importance of allowing the child and adolescent to develop naturally. They are able to observe children and adolescents within a specific age range and introduce them to challenging and developmentally appropriate lessons and materials based on observations of each child's and adolescent's unique interests, abilities, and development (social, emotional, cognitive, and physical).

In this way, the teacher serves as a guide rather than a giver of information. They prepare the classroom environment in order to support and inspire the developmental progress of each student and guide each child's and adolescent's learning through purposeful activity.

A properly trained Montessori teacher is well versed in not only Montessori theory and philosophy, but also the accurate and appropriate use of Montessori materials. They have observational skills to guide and challenge their students, a firm foundation in human growth and development, and the leadership skills necessary for fostering a nurturing environment that is physically and psychologically supportive of learning.

It is essential that Montessori teachers have training in the age level at which they teach. This training prepares the Montessori teacher to design a developmentally appropriate learning environment, furnished with specially-designed materials, where students explore, discover, and experience the joy of learning.

AMS recognizes Montessori teaching credentials issued by AMS, NCME, or AMI, or by any other Montessori teacher education programs that are accredited by the Montessori Accreditation Council for Teacher Education (MACTE).

- 2. Multi-Age Classrooms:** Multi-age groupings enable younger children and adolescents to learn from their older peers and experience new challenges through observation. Older children and adolescents reinforce their learning by teaching concepts they have already mastered, develop leadership skills, and serve as role models. This arrangement mirrors the real world, in which individuals work and socialize with people of all ages and dispositions.

AMS-approved multi-age groupings: Early Childhood: 3-year age group within the range of 2.5 years through 6 years.

- 3. Use of Montessori Materials and Authentic Tools:** A hallmark of Montessori education is its hands-on approach to learning and the use of scientifically-designed didactic materials. Beautifully crafted and begging to be touched, Montessori's distinctive learning materials each teach a single skill or concept and include a built-in mechanism ("control of error") for providing the student with a way of assessing progress and correcting mistakes, independent of the teacher. The concrete materials provide passages to abstraction and introduce concepts that become increasingly complex.

In the Practical Life area of the Montessori curriculum, authentic, culturally relevant, and appropriately sized tools (such as pitchers, rakes, forks, chopsticks, and weaving implements) are used alongside the Montessori materials to foster the child's or adolescent's growing independence and ability in the areas of self-care and care of the environment.



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The AMS School Accreditation Commission and Teacher Education Action Commission offer the lists of suggested learning materials for each Montessori teacher education program level found on AMS' website.

4. **Child-Directed Work:** Montessori education supports children and adolescents in choosing meaningful and challenging work of their own interest, leading to engagement, intrinsic motivation, sustained attention, and the development of responsibility to oneself and others. This child-directed work is supported by the design and flow of the Montessori classroom, which is designed to arouse each child's or adolescent's curiosity and the opportunity to work in calm, uncluttered spaces either individually or as part of a group; the availability and presentation of enticing, self-correcting materials in specified curricular areas; teachers who serve as guides and mentors rather than dispensers of knowledge; and uninterrupted work periods, as described below.
5. **Uninterrupted Work Periods:** The uninterrupted work period recognizes and respects individual variations in the learning process. During the work period, students are given time to work through various tasks and responsibilities at their own pace without interruption. A child's or adolescent's work cycle involves selecting an activity, performing the activity for as long as they are interested in it, cleaning up the activity and returning it to the shelf, then selecting another activity. During the work period, teachers support and monitor the students' work and provide individual and small-group lessons. The uninterrupted work period facilitates the development of coordination, concentration, independence and order, and the assimilation of information.

AMS requires that accredited schools offer, at a minimum, a 2- to 3-hour work cycle, 4 days a week, at the Early Childhood level.

At the **Early Childhood level**, a 3-hour uninterrupted work cycle, 5 days per week, is optimal, and a 2- to 3-hour work cycle, 4 days per week, is the required minimum for AMS-accredited schools. Schools provide large blocks of unscheduled time to ensure that individual children have the time to settle into a task that interests them and are not unnecessarily interrupted when they are engaged in a worthwhile activity.

During the work period, teachers observe the behaviors of the children and invite individuals and small groups to short lessons when they see opportunities to assist a child's progress. Optimally, the majority of each morning and afternoon is devoted to self-motivated work. This time may include individual- or self-chosen small group activities and short lessons by the teacher for children who have accepted an invitation to the lesson.

The uninterrupted work period does not include whole-class lessons or other activities such as adult-led group circle meetings for which participation of all children is required. Outdoor play time, specials, and enrichment classes for the whole group should not interrupt and are not included in the work period.

(AMS Handbook 2018 – Appendix E and parts of Appendix F & G)



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Appendix 8: Acknowledgement Statement Adult Learner Handbook Received

Please initial each line below, sign, and return this page to the Program or Administrative Director with the Enrollment Application or at the latest at the interview.

____ I have received an East Bay Montessori Training Adult Learner's Handbook.

____ I have read EBMT's Adult Learner handbook.

____ I acknowledge that I am responsible for knowing and understanding the information printed in the Adult Learner Handbook

____ I understand that the handbook is a "work in process" and if new policies are presented, I have the option of accepting the new policy or remaining with the old policy. If I choose to remain with the old policy, I will notify the Director in writing – within one week of the publication of the new policy – that I want to continue to follow the old policy. Failure to notify the Director in writing within that time period will signify my acceptance of the new policy.

____ I will abide by the policies set forth in the East Bay Montessori Adult Learner Handbook.

____ If I have any questions, I will/have ask(ed) them.

Adult Learner's Signature

Date

Confidentiality of Records

I understand East Bay Montessori Training's policy on "Confidentiality of Records". However, I, _____, do grant permission for accreditation evaluators to view my records for accreditation purposes only. Further I grant permission for East Bay Montessori Training to contact current and future employer(s) for accreditation evaluative data.

Signed _____ Dated _____