

East Bay Montessori Training

“Preparing Next Generation of Montessori Educators”



Adult Learner Handbook

June 3, 2017 – February 28, 2019

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>

All references to the Montessori Accreditation Council for Teacher Education (MACTE) or the American Montessori Society (AMS) throughout this document are solely to indicate that those standards and requirements are being followed and in no way imply MACTE accreditation or AMS affiliation at this time.



“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

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 currently offers a 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. At this time EBMT does not offer any units of credit, only a certificate at the completion when the Adult Learner completes the full course including practicum.

EBMT's Montessori Early Childhood Teacher Credential Course is held at 4511 Peralta Blvd., Fremont, CA., one of the five beautiful campuses of Learn and Play Montessori School Inc. It features six classrooms serving children ages 2 through 6. Classrooms are well equipped with inviting shelves displaying quality Montessori materials and a bright, open playground. It is the perfect educational atmosphere for adults aspiring to further their careers in education. EBMT is conveniently located minutes away from Newark and Highway 880, and only 30 minutes from San Francisco.

"As a perspective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement." (Since this is EBMT's initial course cycle, EBMT does not have a "School Performance Fact Sheet.")

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.

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East Bay Montessori Training's Adult Learner Handbook

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“What You Should Know About Our Pending Application for State Approval”

This Institution’s application for approval to operate has not yet been reviewed 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 operated 5 Early Childhood Montessori School 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 LAPMS. 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.

Mission Statement

East Bay Montessori Training aims to build a solid foundation of teaching following Maria Montessori's 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. Currently, EBMT offers an undergraduate Montessori certification at the Early Childhood (2 ½ through 6) level only. Adult Learners must carefully and thoroughly read the detailed course requirements to gain a clear understanding of the objectives and expectations of each course. This Handbook is a "work in progress", therefore 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 as to whether you are accepting the new policy or remaining with the old policy.



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 is located at the Learn and Play Montessori School Inc. 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.

Classroom 4 will be utilized for the EBMT course training. It is equipped with a complete set of age-appropriate Montessori materials for Adult Learner instruction. The Peralta campus has a spacious outdoor playground and 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. (See Appendix 6 – EBMT's Lending Library.) Resources such as paper cutters and a copy machine are available for the Adult Learner's use. See "Additional Fees – Use of School Equipment."

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.

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.



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. Teacher educators model the Montessori principles (movement, choice, peer teaching, etc.) and abide by the AMS Code of Ethics and Teacher Education Program Rights and Responsibilities at the adult level so adults observe Montessori in action (*Modeling*)
2. An atmosphere where respect for oneself, others, and the environment is fostered in all interactions. (*Respect*)
3. Recognition of the essential inclusion of Peace Education and the development of the community of learners where trust, diversity, and peaceful ways of working together and addressing conflict. (*Peaceful Community*)
4. The recognition of the vital importance of observation in the teaching / learning process and the necessity to develop ever increasing skills in observation, practice in observing other classrooms/ environments, and one's own classroom. (*Observation*)
5. A recognition that teaching/learning takes place through an interaction with the environment and, as a result, particular attention must be given to both the child/adolescent environment at the level of the course given and the environment conducive to the adult's learning. (*Prepared Environment*)
6. Assessments are a part of the teaching/learning cycle and come in various forms such as observation, allowing mistakes, giving specific feedback, permitting self-discovery, giving processing time, meeting learners where they are, and guiding them forward to meet the competencies of an effective Montessori teacher. (*Assessments*)
7. Recognition that the teacher education course is the continuation of a life-long journey of learning, growing, observing, reflecting, and researching. (*Life-long learner*)
8. As children/adolescents learn together in an active, engaged environment, so do adults. Adults of different ages and talents gathered together in residence replicates the experience of the Montessori classroom in action so that adult learners are immersed in the Montessori culture. Enriching interchanges occur with each other and the physical environment. (*Constructivist Theory*)
9. The developmental continuum is honored across time, place, and cultures through: 1. Equal appreciation across all levels infancy through adults; 2. The child/adolescent and teachers learning from each other; 3. Montessori pioneers, current teachers, and aspiring teachers. (*Continuum*)
10. Understanding the underpinnings of cosmic education by constantly representing the unitary vision of the universe, through the connectedness of all things, indirect and direct aims, whole to parts to whole, integrated, spiral curriculum and the attitude that the universe is an evolving, self-organizing force that offers many possibilities. (*Cosmic Education*)
11. The outcome of the teacher education course should be the transformation of the adult with the spiritual preparation that solidifies the philosophy and the attitudes and dispositions inherent in the method such as love, flexibility, restraint, etc. (*Spirituality and Transformation of the Adult*)
12. The function of the practicum phase is to provide for the adult learner a supervised teaching/ learning experience and a period of observation, internalization, and further study to bring together the theory and practice of Montessori education under the guidance of mentors. (*Practicum*)



Admission to the EBMT Early Childhood Credential Program

An Adult Learner applying for admission to EBMT for an Early Childhood Credential course must hold a minimum of Bachelor's degree from a regionally accredited United States college or university (or its equivalent).

The applicant who does not have a Bachelor's degree from an accredited U.S. institution but holds a minimum of a secondary level state-approved/recognized high school diploma or GED or the international equivalent, may be accepted into the program. Upon successful completion of all requirements the Adult Learner will receive an Associate Early Childhood Credential. Those with an Associate Early Childhood Credential should only represent themselves as holding an Associate Early Childhood Credential. Holders of an Associate Early Childhood Credential are strongly encouraged to obtain their Bachelor's within seven years of credentialing.

Applicants for the 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 Early Childhood credential as the qualification for full teaching responsibility.

Application Process

Candidates for admission may obtain an application packet from the EBMT's office.

Admission requirements:

- A completed Application
- A non-refundable Application Fee of \$100.00
- 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, an evaluation by a NACES-National Association of Credential Evaluation Services is required and a Transcript Analysis Report is required.
 - Three (3) professional references (not relatives)
- Successful personal interview with a director.

After submission of a completed Application, receipt of the Application Fee, two (2) Official Transcripts, and three (3) Professional References, the Administrative Assistant will review the documents and the applicant will be notified to schedule a personal interview with the Program Director. This interview 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 provide a tour of a training site. Also during the interview appointment, 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 and insights on teaching young children.



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A student 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 supplementary coursework.

The Adult Learner will be notified by mail or e-mail regarding the status of his/her application within 30 business days following the date of the interview.

Credential Policies and/or Requirements

1. Transcript Requirements for Adult Learners Who Do Not Have a Bachelor's Degree or Higher from a Regionally Accredited U.S. College or University

A transcript from a non-U.S. regionally accredited college/university must be submitted to a recognized U.S. credentialing agency (e.g. a credentialing agency that is a member of NACES – the National Association of Credential Evaluation Services) for credit equivalency evaluation. Accredited colleges and universities in the United States may also make such evaluations. If the evaluation determines the non-U.S. transcript to be equivalent to a Bachelor's degree or higher in the U.S., the Adult Learner will satisfy the Bachelor's degree requirement.

2. Credential for Graduates Who Do Not Have the Equivalent of a Regionally Accredited U.S. College or University Degree

Candidates who have a minimum of a Bachelor's degree from a non-U.S. college/university, who meet the admissions requirements and successfully complete the requirements of that course can still earn a credential. A credential is awarded to those whose degree is officially determined to not be equivalent to a U.S. Bachelor's degree from a regionally accredited college/university, but which still meets the nationally recognized post-secondary educational standard in the state, province, or country of issuance. This credential will state the degree earned and the name of the country in which the degree was earned.

3. Credential for Graduates Who Do Not Have the Equivalent of a Regionally Accredited U.S. College or University Degree

EBMT grants an Associate Early Childhood Credential when the course graduate has a high school diploma or GED, but not a Bachelor's degree. Country, state and local employment requirements vary widely and change periodically. In addition, employment requirements vary in different types of schools (e.g. private, public/charter, faith based, publicly funded). In some locations or schools, an Associate Credential may not qualify for full teaching responsibility.

Even if it is currently possible to qualify for a full teaching responsibility without a Bachelor's degree, employment regulations may change in the future. The applicant is responsible for checking specific jurisdictions and schools for particular employment requirements.

Applicants for this EBMT Early Childhood course who do not have a U.S. Bachelor's



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degree from a regionally accredited U.S. college/university or its equivalent are required to sign a statement verifying that they have received the above information before they are considered for acceptance into this course.

4. Credential Advancement

Holders of Associate Early Childhood Credential are encouraged to obtain their Bachelor's degree within seven years of credentialing.

Applicants who hold an Associate Early Childhood Credential are eligible for an Early Childhood Credential upon completion of the Bachelor's degree requirements. To upgrade a credential, please see a Director at EBMT for requirements.

5. Post-Certification Professional Development Requirements

Teachers 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:

The books for required readings, including the Montessori Rating Scales-Early Childhood Quality Principles and Montessori Rating Scales-Early Childhood Environment may be purchased from outside sources, borrowed from EBMT, or other sources. Required readings are listed in Appendix 5 as well as in the course syllabus provided by the instructor.

Required Manuals:

The Montessori manuals for many of the courses, Practical Life, Sensorial, Language Arts, Mathematics, Fractions Curriculum, Zoology, Botany, Geography, and Geography / History, can be purchased from Montessori Research and Development at <https://www.montessorird.com/product-category/early-childhood>

The cost of a complete set of Montessori Early Childhood Manuals is approximately \$350.00 or books may be purchased individually. Check with Montessori Research and Development for the current cost of Montessori Manuals.

Other Course supplies:

Adult Learner will need:

13 binders (3" to 4" width)

Divider tabs (20-30 sets)



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Notebook paper for taking notes
Colored pencils
Scissors
Sticky notes

Construction paper
Permanent markers
Glue or paste
Camera

Early Childhood Teacher Credential Course

Program Cycle

Currently, EBMT only offers an undergraduate level year-round schedule, which begins in June 2017 and ends in February 2019. The Practicum Phase will begin either August/September 2017 and conclude December 2018 for a practicum of 1.5 years or begin August/September 2018 and conclude June 2019 for a practicum of 1 year.

Completion of the full course cycle requires a minimum of nineteen (19) months with a practicum of 1.5 years and twenty-five (25) 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 the class enrollment but will not exceed 20 to 1.

1. Academic Phase

EBMT Early Childhood Teacher Credential Course requires the completion of approximately 336 contact hours with an additional 20 hours of outside observation. The academic course, with classes scheduled approximately every other Saturday, has been designed to support the needs of the Adult Learner who strives to complete the program while continuing to fulfill professional and family responsibilities.

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 June 2017 to February 2019. 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. The schedule of the day varies among lectures, presentations, and/or practice seminars. A multitude of learning strategies are used, including audio-visual presentations, practice sessions, and Adult Learner presentations. A detailed daily schedule, which is subject to change, is available in the Enrollment packet.

2. Practicum Phase

Early Childhood Practicum Teaching (minimum 540 hours)

June 2017 – February 2019

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The practicum phase 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 supervision of a Montessori Credentialed Supervising Teacher or in a Self-Directed program. The intern works in a classroom for a minimum of 3 hours a day, 5 days a week for the entire school year, completing a minimum of 540 practicum hours.

During the practicum, the Adult Learner 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.

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 have registered for the entire Early Childhood Montessori Certificate Course program at EBMT. The Adult Learner must also have completed a minimum of 90% of the academic hours of 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, Academic 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.

For further information on the Practicum, see the "Practicum Section" later in this Adult Learner Handbook.

Attendance Policy

Adult Learners are expected to attend all scheduled sessions for both Academics and Practicum phases. 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 Academic Director who will file the each Adult Learner's form in his/her file. 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 make-up for the time and classwork missed. Fifteen minutes late is considered tardy. Tutoring by the instructor will be available for a



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fee of \$40.00 per hour paid to EBMT. The Adult Learner may be required to re-attend the complete day session during the next course cycle for absences or for arriving late or leaving early. Adult Learners are required to attend a minimum of 90% of each course component to obtain a passing grade. The Instructors and the Academic Director will review Adult Learner's attendance to ensure any required make-up is completed and for 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 Program 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 will complete 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. Make-up hours are 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 Academic Director and will incur a \$40.00 per hour fee paid to EBMT.

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.

Tuition, Fees, and Payment Policies

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

Additional Fees

Extra Practicum Visits

Tuition includes the cost of three (3) field consultant visits during the practicum phase. If there are any additional visits, the Adult Learner will be charged \$100 each additional visit. If the Adult Learner is in a practicum site that is over 25 miles from EBMT's training



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location, the cost of transportation of the Field Consultant's visit is reimbursed directly to the Field Consultant by the Adult Learner at the current IRS mileage reimbursement rate 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 within 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 organization fees, evaluation, and credentialing.

Use of School Equipment:

A copy machine or paper cutters is available upon request. There is a charge of \$0.14 per copy to be paid at the time of use to the Administrator on-site.

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.

Travel Reimbursement Fee

Adult Learners who select an internship site located more than 25 miles from the EBMT location will be assessed an additional fee to cover reasonable transportation (at the IRS rate), food, and lodging (if required) expenses of the Field Consultant.

Copy of Records

A previously enrolled Adult Learner may request access to his/her records in writing to the Academic 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.



Lending Library Charge

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

Make-Up Work or Missed Test Time

The Adult Learner will be charged a fee of \$40.00 per hour for make-up time with an Instructor for assignments or missed exam. The fee will be paid directly to EBMT.

Withhold Transcripts and Grades for 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 or participate in any scholarships or financial aid or assistance sponsored by the state or Federal government including Title IV money.

However, Learn and Play Montessori School, Inc. employees may be eligible for some tuition discounts. An Adult learner, who is employed by LAPMS, should contact LAPMS Directors.

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.

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

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.



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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

The Adult Learner has the right to cancel enrollment within 7 days of acceptance into the individual course component 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. The date of withdrawal will, in every case, be considered the date of the postmark on the envelope containing the written statement of withdrawal. If the student fails to notify the Program Director, no refund will be made.

An Adult Learner enrolled in individual course component who withdraws prior to the first day of the course will be responsible for 25% of the total tuition of that course. If withdrawing once the course has begun, the Adult Learner will be responsible for the stated percentage of the total Tuition for that course component:

- Less than 25% of course component hours completed - the student will owe 50% of total Tuition for that course
- 26% - 49% of course component hours completed - the student will owe 75% of total Tuition for that course
- 50% or more of course component hours completed - the student will owe 100% of total Tuition for that course

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 a trainee 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.

Adult Learner Records

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 Academic Director.

Records of former Adult Learners are maintained on-site for a five-year period as required by the California State Law of Educational Institution. A former Adult Learner may request access to his/her records and a copy of his /her records in writing accompanied by a fee of \$15.00.

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



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 Academic Directors. Appointments may be scheduled with instructors.

The EBMT office also gives support to Adult Learners seeking employment by maintaining and 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, to mark the rubrics, and to add comments on his/her work on the assignment.

Receiving feedback on assignments, practice, and evaluation is important for successful communication between the Adult Learners and the EBMT Directors and instructors. As assignments, assessments, and projects are completed an Evaluation Sheet is used to



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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. Resubmitted work will receive a grade no higher than a 2 – Satisfactory. 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)

- 3 points – Excellent - The Adult Learner's work or response exceeds the requirements outlined in the assignment and on the grading sheet, shows much detail, and demonstrates an in-depth understanding of the Montessori philosophy, methodology, and EBMT / MACTE Competencies.
- 2 points – Satisfactory / Required – The Adult learner's work or response meets the requirements outlined in the assignment and on the grading sheet and is creative and clear in demonstrating an understanding of the Montessori philosophy, methodology, and EBMT / MACTE Competencies. To pass a course component, all of the Adult Learner's work and assignments in that course component must receive an evaluation of 2 points or better.
- 1 point – Unsatisfactory / Resubmit – The Adult Learner's work or response is incomplete or does not show understanding or proficiency.

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 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
 - Financial obligations to the program
 - Final Evaluations: The Adult Learner must satisfactorily complete all assignments, including practical and written examinations and other methods for assessing competencies.
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 the Program Director for Adult Learners in good standing.
7. The practicum must begin within two years of the end of the academic phase.

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.

“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 students 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 residents 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.*
- 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.”*

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 Academic Director, has the authority to implement any solutions needed to resolve issue(s) and take immediate disciplinary action if necessary.



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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
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

Teacher Education Program Rights and Responsibilities

Adult Learner Rights and Program 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 teacher education program will:

- Emphasize quality in every aspect of course delivery.
- Award credit when and where it is due, in accordance with published guidelines.
- Maintain clearly stated written policies for accepting transfer credit from other institutions, in accordance with AMS policies.
- Disclose accurate information about the recognition and acceptance of credit for this course by other institutions.



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- Ensure fair and reasonable academic evaluation, with grades and evaluations that are meaningful, timely, and based on quality of adult learner performance; maintain transcripts or records of grades properly; guarantee confidentiality and adult learner access to records.
- Award certifications when merited; inform adult learners regularly of academic progress; recommend for credentialing by AMS after all stated requirements are satisfied.
- 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.
- Describe course requirements in clear, specific, and accurate terms, in written form; ensure that requirements are educationally meaningful.
- Notify adult learners of unusual features of the course that cannot be readily anticipated.
- Offer course work that is comparable to the published catalog description.
- Embrace the principle of academic honesty.
- Publish causes for dismissal in clear and specific form; dismiss an adult learner only for appropriate cause and after due process.

In the area of advertising, the program will:

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

In the area of finances, the program will:

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

In the area of admissions, the program will:

- Provide published policies on the admission process.
- 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.
- Maintain clear and specific policies on the availability of job placement services.

Program Rights and 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:**

- Enroll only out of a need and desire to learn rather than a wish to manipulate the course for other ends.
- Be informed—by reading the information disseminated by the course.



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- Take an active part in planning and executing the course of study within the context of stated requirements and existing institutional resources.
- Continually self-monitor academic progress.
- Attend class and participate in other learning activities, come prepared, and complete assignments on time.
- Embrace the principle of academic honesty.
- 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:

- 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.
- Read and fully comprehend contracts before signing them, and keep a copy of all contracts and receipts.
- Represent tuition costs completely and accurately.
- Satisfy financial obligations to the program in a timely fashion.

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

- Be knowledgeable about other available courses/programs, to ensure that enrollment is based on an informed decision. Published information should be read; adult learners, former adult learners, and staff should be contacted and questioned about the level of satisfaction in their relationship to any other course/program they may be considering.
 - Represent oneself honestly in applying to the program.
- Complete the application process promptly by submitting requested materials and fulfilling prerequisite requirements.

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)

Complaint Process

An Adult Learner may schedule a time with the Program or Academic 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. Academic 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 workout 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 Academic 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."



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.

Practicum

EBMT Practicum

The Practicum Phase is a significant part of each Adult Learner's educational experience and assessment. It is vital in providing Adult Learner the opportunity for observation and authentic learning experiences in the classroom. The Early Childhood practicum has a minimum of 540 hours of teaching in classroom environment and lasts a full academic year or at least nine consecutive months, with the Adult Learner working at the practicum site in the classroom for a minimum of three (3) hours a day, five (5) days a week. The length of the Practicum may be extended through two school years to provide additional learning experience and achievement of competencies. Throughout the Practicum Phase, all Adult Learners will have monthly contact with their Field Consultant or the Practicum Coordinator.

The Adult Learner may choose a practicum of 1.5 years, with the practicum beginning August/September of 2017 and ending December of 2018 or the Adult Learner may



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choose to enter the practicum August/September 2018 and conclude the practicum in June of 2019 for a practicum lasting 1 academic year.

The supervised Adult Learners will be assessed in the practicum phase through a minimum of three (3) Field Consultation visits in which the Field Consultant completes a written Observation Report for each visit. The Supervising Teacher will 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 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.

The Field Consultant will provide support through additional Field Consultant visits. The Self-Directed Adult Learner will have 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 Academic 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.

AMS requirements for Supervised Practicum

- The supervised practicum requires that the Adult Learner participate in the Montessori Early Childhood classroom of a qualified Supervising Teacher at an approved practicum site.
- 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.
- A minimum of three on-site consultation/evaluation visits by a qualified Field Consultant is required. To best support the growth of the adult learner, the consultations/evaluation visits must be spread throughout the practicum phase.

AMS requirements for Self-Directed Practicum

- 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.



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- Adult Learners may qualify for the self-directed practicum with one or more of the following prerequisites, along with written approval of the teacher education program director:
 1. Prior experience as an assistant in a Montessori environment
 2. Two or more years of previous teaching experience at the Early Childhood age level
 3. A Bachelor's degree from a regionally accredited U.S. college or university, or its equivalent
- A minimum of three on-site consultation/evaluation visits by a qualified Field Consultant plus additional support that is documented on the Credential Recommendation Form is required. Additional support must include one or more of the following: extra visits, a local mentor teacher, monthly phone or e-mail contact, or other support designed by the Program Director. To best support the growth of the adult learner, the consultations/evaluation visits must be spread throughout the practicum phase.

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. The AMS office will send non-AMS member practicum sites information on the benefits of becoming an AMS member school.
2. **Non-Discrimination Policy:** The site must have a written non-discrimination policy for children and staff.
3. **Licensing:** The site must meet all local and state regulations.
4. **School Policies:** The site must communicate to the Adult Learner and the teacher education program, in writing, its administrative policies and guidelines 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. This includes matters relating to the practicum requirements such as allowing field consultants to visit, observe, and meet with the Adult Learner during practicum. The site will also help facilitate communication between EBMT and the Supervising Teacher.
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:** Class contains children from 2 ½ -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. The class must be equipped with the full complement of appropriate materials
9. **Classroom Environment:** The environment must be designed and equipped to meet the developmental needs of the children served. The classroom must include child-sized furnishings and a full array of recommended Montessori materials for the 2.5 through 6 year old, arranged on open shelves accessible to all children, so that the adult learner may implement the Early Childhood curriculum presented by EBMT during the academic phase. AMS recommended materials lists for schools are available on the AMS website.
10. **Supervision:** The Adult Learner is not to be asked to assume total responsibility for a class without the presence of the Supervising Teacher unless she/he is in a self-directed practicum. 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. For a self-directed practicum, a minimum of three (3) on-site consultation visits by a Field Consultant plus additional support that is documented on the Credential Recommendation Form is required.
Supervision must be provided according to one of two options:
 - In the classroom with an approved Supervising Teacher
 - In a self-directed classroom with regular supervision by a qualified and approved field consultant
11. **Models for Field Consultants:**
 - a. A single person serves as the field consultant for all adult learners; with the exception that the field consultant cannot be the adult learner's supervising teacher
 - b. Different individuals serve as field consultants for the program and are assigned to one or more adult learners generally determined by geographical proximity (This could result in all adult learners having different field consultants)
 - c. Other models are possible, as long as the field consultant qualifications are verified by the program director

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 (from an AMS, NCME, AMI, or MACTE accredited program) 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 Program Director of EBMT 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 environments



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- b. Observation and Recording: observing, responding/planning, assessing; maintaining records
 - c. Interaction: relations among parents, staff, and children
 - d. Instruction: designing activities; 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
5. **Meetings:** The Supervising Teacher must schedule regular review sessions with the Adult Learner at least once per month to assess progress in the above areas.
 6. **Assessment:** The Supervising Teacher must complete and submit all evaluation forms requested by EBMT at the designated times.
 7. **Communication:** The Supervising Teacher must inform EBMT of any difficulties in the professional performance of the Adult Learner.
 8. **Attendance:** With the exception of a self-directed practicum, 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.

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 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. For self-directed practicum, five (5) practicum visits are required.
 - 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



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- 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.

EBMT Practicum Extension Policy

The Adult Learner needing an extension of the Practicum must submit a written request for extension addressed to the Program or Academic 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

Ms. Kiran is the owner and founder of LAPMS and EBMT. She and her husband opened the first LAPMS campus in Fremont at the Peralta location in 2007. Since then, they have dedicated their lives to building the perfect Montessori environment for preschool and Kindergarten children. Due to the successful operation of their first school, they opened four more LAPMS sites to serve children ages 2 through 6 years old. Ms. Kiran holds an American Montessori Society Early Childhood Credential and has earned her Bachelor's Degree and Masters in Business Administration from California State University, Hayward, CA. She is compassionate with the children and is an outstanding leader and administrator. Ms. Kiran is currently serving as the executive administrator of all five LAPMS campuses.

Aurelia Florendo, Academic Director, Instructor

Ms. Aurelia holds an AMS Early Childhood Credential and has completed courses for a science teaching credential. She received her Bachelor's Degree in Education at Saint Louis University in the Philippines and has completed courses for her Master's Degree in Education with a major in Administration and Supervision and minor in Psychology. She has taught at the high school and college level for 10 years before traveling from the Philippines to the United States. She taught elementary and middle school children for over twelve years in a private school in the Bay Area. Ms. Aurelia has been a Montessori teacher since 1998. She has served as the Curriculum Director of LAPMS Niles location for the past five years.

Kshama Amberker, Instructor

Ms. Kshama holds an AMS Early Childhood Credential and earned a Bachelor of Science in Electronics. She taught children ages 2 through 6 years old in a Montessori classroom for more than five years. She is a dedicated teacher and an administrator at the LAPMS Irvington location.

Rhea Juarez, Instructor

Ms. Rhea has been serving as the Kindergarten head teacher at LAPMS Niles for almost six years. She also teaches Spanish in the Kindergarten classroom. Her ten years of Montessori teaching experience in Bay Area Montessori schools includes working with children in the preschool, primary, and elementary levels. She graduated Magna Cum Laude with a Bachelor of Science in Health Sciences at Cal State University in Hayward, CA. At LAPMS Niles, she expresses her love of reading and writing, by writing articles for school's monthly newsletter.

Sridevi Gopinath, Instructor

Ms. Sridevi holds an AMS Associate Early Childhood Credential and earned a Bachelor of Science in Biology in India. She started working at LAPMS Niles as a Kindergarten teacher and was promoted as head teacher of children ages 3 ½ through 4 years.

Medha Nevasekar, Instructor

Ms. Medha holds an AMS Elementary Credential and earned her Bachelor of Science in Electronics in India. She has ten years of Montessori teaching experience working with children ages 3 to 9 years old. She is a kindergarten head teacher at LAPMS Peralta location for more than seven years, specializing in curriculum design and classroom management.

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. Peter has been involved with Montessori education for more than 38 years. As chair of AMS Teacher Education Committee, he served two terms on the AMS Board of Directors. Peter also served two terms as a Commissioner and as the Treasurer of the MACTE Commission. Peter has presented at numerous AMS conferences, an NCME conference, at the Montessori workshop held in conjunction with the Montessori IN and FOR Asia conference in Taiwan, and at the Asian Conference in Korea in 2010, China in 2011, and Japan 2014. He conducts school consultations throughout the United States.

Rosann Larrow, Instructor

Rosann Larrow, M.A., holds an AMS EC and EI-II Montessori credential and in her more than 38 years in Montessori education has teaching experiences with children ages 3-12. Rosann also lectures for various Montessori Teacher Education Centers throughout the United States and in Korea. She is known particularly for instruction in math at the 6 -9 or 9-12 level. Rosann served on the AMS Review committee and transitioned it to the AMS Teacher Education Action Committee where she served as the Elementary representative. In 2011 Rosann served as Interim Director of The Montessori Accreditation Council for Teacher Education. Rosann has presented at numerous AMS conferences, an NCME conference, at the Montessori workshop held in conjunction with the Montessori IN and FOR Asia conference in Taiwan and at the Asian Conference in Korea in 2010 and China in 2011, and Japan in 2014.



“The teacher’s task is not to talk, but to prepare and arrange a series of motives for cultural activity in a special environment made for the child.”

- Maria Montessori



Appendix 2: Course Tuition and Fees

Tuition and Fees for Course Cycle 2017 - 2019	
Application Fee (non-refundable) due with application (This is not part of any other fees.)	\$100.00
Full Tuition for complete Early Childhood Training course including Supervised Practicum and Student Fees (Self-directed practicum is an additional \$300.00)	* \$4,316.00
Fee per course - Montessori Philosophy, Practical Life, Sensorial, Math, Language, Child Development, and Classroom Leadership	\$390.00
Fee per course – Physical / Life Sciences, Parent Involvement, Observation, Social Studies, and Art / Music / Movement	\$180.00
Student / Organizational Fees (Non-refundable) (included in Full Tuition)	\$386.00
Supervised Practicum Fee (included in Full Tuition)	\$300.00
Self-Directed Practicum (\$300.00 is included in Full Tuition)	\$600.00
For those transferring from another MACTE accredited course Review of Documentation Fee	\$100.00
Tutoring by instructor – per hour	\$40.00
All fees and tuition are due on or before the first day of the class.	
Student / Organization Fee must be paid within 30 days of the start of the course.	
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.	

Adult Learners who are not employed by LAPMS paying the Full Tuition on or before the first day of class will receive a 10% discount of the Full Tuition. $\$4,316.00 - 10\% = \3884.00

Any school outside LAPMS sending 3 or more Adult Learner to the same training session will receive a 10% discount of the Full Tuition. $\$4,316.00 - 10\% = \$3,884.00$

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:	As relates to each level the candidate for certification understands:	Suggested evidence:
I. Knowledge	1a. Montessori Philosophy 1b. Human Growth and Development 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 1d. Community resources for learning	Written and oral assignments and examination results
II. Pedagogy	Understands: 2a. Correct use of Montessori 2b. Scope and Sequence of curriculum (spiral curriculum) 2c. The prepared environment 2d. Parent/Teacher/Family/Community Partnership 2e. The purpose and methods of observation 2f. Planning for instruction 2g. Assessment & documentation 2h. Reflective practice 2i. Support and intervention for learning differences 2j. Culturally responsive methods	Written and oral assignments, examinations and documentations
III. Teaching with Grace & Courtesy	As relates to each level the candidate for certification demonstrates and implements with children/adolescents: <ol style="list-style-type: none"> 3a. Classroom leadership 3b. Authentic assessment 3c. The Montessori philosophy and methods (materials) 3d. Parent/teacher/family partnership 3e. Professional responsibilities 3f. Innovation and flexibility 	<ol style="list-style-type: none"> 1. Employer, field consultant, supervising teacher observation and evaluation 2. Children's learning and progress 3. Post-graduate professional performance



Appendix 4: Early Childhood Course Descriptions / Contact Hours

- 6.2.5.1 Practical Life Curriculum - Core 36 Academic Contact Hours**
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 36 Academic Contact Hours**
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 42 Academic Contact Hours**
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 42 Academic Contact Hours**
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 20 Academic Contact Hours**
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 20 Academic Contact Hours**
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 Academic Contact Hours**
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 - Foundational 34 Academic Contact Hours

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 32 Academic Contact Hours

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 30 Academic Contact Hours

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 14 Academic Contact Hours

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 Academic Contact Hours

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
2. Montessori Rating Scales-Early Childhood Quality Principles

Art / Music / Movement

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. "Montessori Today- A Comprehensive Approach to Education from Birth to Adulthood" by Paula Polk Lillard Schoken Books, New York
2. "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.
3. Montessori Rating Scale Early Childhood Environments (MRS)
4. Montessori Rating Scale Early Childhood Quality Principles



Appendix 6: 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 Assistant. The Director or Administrator Assistant 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.

See the attached listing of book available to borrow from East Bay Montessori Training.



Appendix 7: 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., Dec. 16, 2017
2. Written Exam - Due: Sat., Jan. 6, 2018
3. Maria Montessori Timeline Project - Due: Sat., Jan. 6, 2018
4. Oral Exam – Peace Lesson Presentation - Due: Sat., Sept. 9, 2017

Practical Life

1. Practical Life Manual - Due: Sat., Sept. 23, 2017
2. Adult Learner Practice Check-off Sheet - Due: Sat., Sept. 23, 2017
3. Original Practical Life Lesson - Due: Sat., Aug. 19, 2017
4. Rationale Paper - Due: Sat., Sept. 23, 2017
5. Oral Exam - Due: Sat., Oct. 7, 2017
6. Written Exam - Due: Sat., Oct. 7, 2017

Sensorial

1. Sensorial Manual - Due: Sat., March 3, 2018
2. Adult learner Practice Check-off Sheet - Due: Sat., March 3, 2018
3. Rationale Paper - Due: Sat., March 3, 2018
4. Oral Exam - Due: Sat., April 7, 2018
5. Written Exam - Due: Sat., April 7, 2018

Observation

1. **Observation reports - Due:** During Practicum Phase as completed, for sure by Sat., Dec 15, 2018 or Sat., Feb. 16, 2019
2. **Written Exam - Due:** Sat., April 7, 2018
3. **Observation Journal - Due:** at the end of Practicum Phase, either Sat., Dec. 15, 2018 or Sat., June 15, 2019. This is part of the Practicum Planning & Reflection Binder

Mathematics

1. Mathematics Manual - Due: Sat., June 2, 2018
2. Adult Learner Practice Check-off Sheet - Due: Sat., June 2, 2018
3. Original Math Lesson - Due: Sat., March 17, 2018
4. Rationale Paper - Due: Sat., June 2, 2018
5. Oral Exam - Due: Sat., June 16, 2018
6. Written Exam - Due: Sat., June 16, 2018

Language

1. Language Arts Manual - Due: Sat., Oct. 6, 2018
2. Adult learner Practice Check-off Sheet - Due: Sat., Oct. 6, 2018
3. Original Language Lesson - Due: Sat., Sept. 8, 2018
4. Oral Exam - Due: Sat., Oct. 20, 2018
5. Written Exam - Due: Sat., Oct. 20, 2018
6. Rationale Paper - Due: Sat., Oct. 6, 2018

Social Studies – History and Geography

1. Social Studies/History and Geography Manual - Due: Sat., Nov. 3, 2018



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2. Adult learner Practice Check-off Sheet - Due: Sat., Nov. 3, 2018
3. Oral Exam - Due: Sat., Jan. 19, 2019
4. Written Exam - Due: Sat., Jan. 19, 2019
5. Rationale Paper - Due: Sat., Nov. 3, 2018

Physical and Life Science

1. Physical and Life Science Manual - Due: Sat., Jan. 19, 2019
2. Adult learner Practice Check-off Sheet - Due: Sat., Jan. 19, 2019
3. Original Practical Life Lesson - Due: Sat., Feb. 2, 2019
4. Written Exam - Due: Sat., Feb. 2, 2019
5. Rationale Paper - Due: Sat., Jan. 19, 2019

Classroom Leadership

1. Written Exam - Due: Sat., Feb. 2, 2019
2. Child Portfolio - Due: Sat., Feb. 2, 2019
3. Yearlong Project - Due: Sat., Feb. 2, 2019

Parent Involvement

1. Group Research Project - Project Approval: Mon., Nov. 5, 2019
Project Presentation - Due: Sat., Jan. 5, 2019
2. Individual Presentations - Immigration Stories and Experiences Due: Sat., Jan. 5, 2019
3. Individual Report - Parent meetings/visits with family – Discussion Due: Sat., Jan. 5, 2019
Detail report Due: Tues., March 5, 2019

Art, Music, and Movement

1. Art, Music, and Movement Manual - Due: Sat., Jan. 5, 2019
2. Adult Learner Practice Check-off Sheet - Due: Sat., Jan. 5, 2019
3. Original Lessons - Due: Sat., Jan. 19, 2019
4. Rationale paper - Due: Sat., Jan. 5, 2019

Child Development and Psychology

1. Presentation of Child Case Study Project - Due: Sat., Jan. 19, 2019
2. Written Examination - Due: Sat., Jan. 19, 2019
3. Community Service Learning - Due: Sat., Jan. 19, 2019
4. Rationale Paper - Due: Sat., Aug. 25, 2018

Practicum

1. **Obtaining approval to enter the Practicum Phase - Due:** prior to beginning the practicum
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. Dec. 15, 2018 or Sat., June 15, 2019 for final review
3. **Practicum Self-Evaluation Form - Due:** As required, approximately a month prior to or following the Field Consultant's visit.
4. **Supervising Teacher or Mentor/Administrator Report - Due:** As required, approximately a month prior to or following the Field Consultant's visit.
5. **Field Consultant Visit preparation – Due:** Prior to Field Consultant visit



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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 Academic 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 the 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.

_____ I understand that all references to the Montessori Accreditation Council for Teacher Education (MACTE) or the American Montessori Society (AMS) throughout this Adult Learner Handbook are solely to indicate that those standards and requirement are being followed and in no way imply MACTE accreditation or AMS affiliation at this time.

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 _____