



**DAVIS**  
*Montessori*  
**TEACHER EDUCATION PROGRAM**

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Davis, CA 95618  
(530) 302-5605

Early Childhood Credential  
3 to 6 years old

June 2024- June 2025

# Davis Montessori Teacher Education Program

## Introduction

### Welcome Letter

Welcome to Davis Montessori Teacher Education Program (DM-TEP)!

Thank you for your interest in pursuing a Montessori Early Childhood Credential. DM-TEP currently delivers a year-round credential course that offers online and in-person training. This hybrid model provides the most flexibility to accommodate adult learners by balancing their professional and personal responsibilities whilst obtaining a Montessori credential.

DM-TEP in-person courses are held at Birch Lane Montessori, a program within Birch Lane Elementary School, located at 1600 Birch Lane, Davis, CA 95618. Birch Lane Montessori has been a thriving Parent Choice Program within Davis Joint Unified School District for over 20 years.

We warmly welcome you and we look forward to joining you and your journey to become a Montessori educator.

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. However, we hope it will be soon!

Training Location  
Birch Lane Elementary School  
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Davis, CA 95618  
[schhin@davismontessori.org](mailto:schhin@davismontessori.org)

# Staff

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DM-TEP represents a rich diversity of experience, knowledge, work styles and talents. We are committed to personal and professional growth and have made this an essential component of our development program.

All Teacher Educators are highly qualified educators in their field. Most are dual-credentialed with CA Multi-Subject and Montessori credentials in the age group that they are instructing or supervising. Teacher Educators have many years of experience teaching children in public schools and in a Montessori environment. During the regular school year, the majority of our teachers on the teaching staff are also teachers at Birch Lane Montessori, a program within Birch Lane Elementary school.

# THIS SECTION OF THE STUDENT HANDBOOK SERVES AS THE SCHOOL CATALOG REQUIRED BY THE CALIFORNIA EDUCATION CODE

PRIOR TO ENROLLMENT, YOU MUST BE PROVIDED, EITHER IN WRITING OR ELECTRONICALLY, WITH A SCHOOL CATALOG.

## BPPE

DM-TEP is licensed to operate by the Bureau for Private Postsecondary Education in the state of California. 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](http://www.bppe.ca.gov).

Any questions you may have regarding this enrollment agreement that have not been satisfactorily answered by EBMT may be directed to the Bureau for Private Postsecondary Education at:

1747 N. Market Blvd. STE 225, Sacramento, CA 95834 or  
P.O. Box 980818, West Sacramento, CA 95798-0818  
Telephone: (888) 370-7589; (916) 574-8900 or by fax (916) 263-1897

As a prospective 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.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589, or by completing a complaint form, which can be obtained on the bureau's Internet Web site: [www.bppe.ca.gov](http://www.bppe.ca.gov).

In-person classes are held at:

Birch Lane Elementary School  
1600 Birch Lane, Davis CA.  
(530) 302-5605  
[www.davismontessori.org](http://www.davismontessori.org)

This catalog shall be updated annually. Annual updates will be made by the use of supplements or inserts accompanying this catalog. If changes in educational programs, educational services, procedures, or educational services, procedures, or policies required to be included in the catalog by state or regulation are implemented before the issuance of the annually updated catalog, those changes shall be reflected at the time they are made in supplements or inserts accompanying the catalog.

This institution is a private institution approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means compliance with minimum state

standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations.

These documents contain important policies and performance data for this institution. This institution is required to have you sign and date the information included in the School Performance Fact Sheet relating to completion rates, placement rates, license examination passage rates, and salaries or wages, and the most recent three-year cohort default rate, if applicable, prior to signing this agreement.

This institution does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, or has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

By signing your acknowledgement of receiving the handbook you are certifying that you have received the catalog, School Performance Fact Sheet, and information regarding completion rates, placement rates, license examination passage rates, and salary or wage information, and the most recent three-year cohort default rate, if applicable, included in the School Performance Fact sheet, and have signed, initialed, and dated the information provided in the School Performance Fact Sheet.

As a prospective 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.

# Table of contents

<b>Introduction</b>	<b>2</b>
Welcome Letter	2
<b>PROGRAM INFORMATION</b>	<b>8</b>
<b>General Overview</b>	<b>8</b>
<b>Program Overview</b>	<b>10</b>
<b>Accreditation</b>	<b>12</b>
<b>Fundamental Tenets of an AMS Program</b>	<b>13</b>
<b>AMS Code of Ethics</b>	<b>14</b>
<b>Core Components of Montessori Education</b>	<b>15</b>
<b>Teacher Education Rights &amp; Responsibilities</b>	<b>17</b>
<b>Adult Learners Rights &amp; Responsibilities</b>	<b>19</b>
<b>Admission</b>	<b>19</b>
Eligibility	19
Admission Process	20
<b>Standards of Completion</b>	<b>21</b>
Program requirements for AMS certification	21
<b>Attendance</b>	<b>22</b>
<b>School and Student Records</b>	<b>24</b>
<b>Student Confidentiality &amp; Privacy</b>	<b>24</b>
<b>Academic Expectations/ Grading/ Assessments</b>	<b>25</b>
Grading Criteria	25
<b>Grievance/ Complaints Policy</b>	<b>26</b>
Student Arbitration Procedures	26
Areas of Grievance	27
Grievance Procedures	27
Notice of Procedure to File Complaints with MACTE	28
<b>Transfer Policy</b>	<b>29</b>
<b>Overview</b>	<b>30</b>
Tuition and Fees for 2024–2025 Course	31
Translating Online Learning Time into Academic Contact Hours	32
Collection of Tuition Fees	33
Continuing Education Units (CEUs)	34
Right to withhold transcripts and grades for nonpayment of tuition	34
Scholarship	35
Faculty to Adult Learner Ratio	35
Probation and Dismissal Policy	35
Cancellation of Enrollment	36
Refund Policy Statement	36
State of California Student Tuition Recovery Fund (STRF)	36

Certification	38
Professional Development Requirement	38
Student Services	39
Course Tuition and Fees	41
<b>Course of Study</b>	<b>44</b>
<b>AMS Guidelines for the Teacher Education Program Early Childhood Course</b>	<b>44</b>
Academic Contact Hours	45
Course Component Descriptions	45
Practicum Teaching	45
Yearlong Project	45
Early Childhood Development, Education & Observation	46
Montessori Pedagogy and Philosophy in Early Childhood	54
<b>Course outline</b>	<b>55</b>
Early Childhood Classroom Leadership	60
<b>Early Childhood Core Curriculum</b>	<b>67</b>
Montessori Early Childhood Curriculum I: Practical Life, Sensory Education, Art, Music, and Movement	67
Montessori Early Childhood Curriculum II: Literacy, Math, Social Studies, Science	75
<b>Practice Sessions</b>	<b>86</b>
PRACTICAL LIFE PRACTICE SHEET	86
SENSORY MOTOR PRACTICE SHEET	89
MATH PRACTICE SHEET	90
LANGUAGE PRACTICE SHEET	93
<b>Early Childhood Student Teaching Practicum Requirements</b>	<b>97</b>
Practicum Phase Requirements	98
Practicum Site Requirements	100
Practicum Evaluation/ Grading/ Assessments	102
FINAL Examination and Presentation	103
<b>Recommended Reading</b>	<b>104</b>
<b>Director</b>	<b>107</b>
<b>Practicum Supervisor/ Coordinator</b>	<b>107</b>
<b>Course Instructors</b>	<b>109</b>
Foundational Core Instructors	109
Core Curricular Instructors	109
<b>Field Consultant</b>	<b>110</b>
FIELD CONSULTANT VISIT VERIFICATION FORM	111
<b>Assignment Readers</b>	<b>112</b>
Early Childhood and Infant & Toddler Non-Degree Disclosure Letter	113

# PROGRAM INFORMATION

## General Overview

### Vision Statement

To develop the adult learner's critical hope through the Montessori teacher education program in order to be transformative guides who are rooted in an anti-bias and anti-racist approach.

### Mission Statement

#### **DM-TEP Mission Statement**

To reimagine the continuance of Dr. Maria Montessori's work of fostering and engaging compassionate, competent, and connected citizens who are lifelong learners.

To provide, prepare, and support Montessori Guides in the greater Sacramento area with a holistic and decentralized approach to teaching and learning so that Montessori Guides are equipped to work in a variety of Montessori environments (public, private, bilingual, etc).

#### **Land Acknowledgement**

DM-TEP recognizes that we are on the unceded land of the Patwin people. The Patwin people continue to be stewards and knowledge holders of this place for many centuries and we are honored to educate future Montessori teachers on this beloved land.

Here is [DJUSD's Land Acknowledgement Statement](#) that has been approved by the Yocha Dehe Wintun Nation and the three Patwin tribes, and is also used by UC Davis and the Yolo County Office of Education.

"We should take a moment to acknowledge the land on which we are gathered. For thousands of years, this land has been the home of Patwin people. Today, there are three federally recognized Patwin tribes: Cachil DeHe Band of Wintun Indians of the Colusa Indian Community, Kletsel Dehe Wintun Nation, and Yocha Dehe Wintun Nation."

#### **What is a Land Acknowledgement?**

Land Acknowledgement is a formal statement that acknowledges we are on the ancestral and unceded land of the Indigenous Peoples. A Land Acknowledgement serves recognition and respect to the indigenous inhabitants, stewards, and knowledge



holders. It also raises awareness regarding the historical and continual relationship between Indigenous Peoples and their land.

#### DM-TEP Anti-bias, Anti-racist Statement:

DM-TEP is committed to the work of anti-bias and anti-racism. We question ourselves, our approach and how we can do better to disrupt systemic racism and systemic oppression so that we can transform education with compassion, trust, and solidarity.

#### DM-TEP Nondiscrimination Statement:

DM-TEP does not discriminate on the basis of actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, ethnicity, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

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## Program Overview

We seek to provide adult learners in DM-TEP with knowledge, skills, and state requirements to teach in a public or private Montessori early childhood (Preschool – Ages 2.5 through 6) classroom. The adult learner will be introduced to the theory, philosophy and rationale of material design and classroom design. The adult learners are required to prepare collaborative lesson albums, write papers, prepare formal notes on their texts and pass formal written and oral exams. Adult learners are also required to write a report on a year-long case study through observation.

Adult learners will be expected to understand the laws of the State of California as they relate to child care and child safety. They must also demonstrate the ability to work with a team of teachers and with their lead teacher in a cooperative and supportive manner.

DM-TEP will only certify adult learners who demonstrate competence in the classroom while interacting with and guiding a Montessori classroom.

DM-TEP aims to provide a high-quality teacher education program that integrates the Montessori Method with best developmentally appropriate pedagogical practices and research-based practices.

DM-TEP enrolls up to 20 adult learners for the early childhood Montessori teacher training program. Each class will have 1 to 3 instructors. As DM-TEP grows, we hope to offer Elementary I and II in the near future.

DM-TEP offers an intensive summer course and a nine month internship. The internship may be completed immediately following the summer intensive courses.

DM-TEP operates on an annual basis, allowing a teacher trainee to enter at the beginning of summer, thereby completing the training at the beginning of summer the following year.

## Early Childhood Teacher Credential Course Calendar & Overview

Summer 2024 Dates	Course Topics
June 10-14	Early Childhood Development, Education & Observation, Early Childhood Classroom Leadership
June 17-21	Montessori Philosophy & Pedagogy
June 24-28	Practical Life & Art
July 1-5	Sensory Motor, Music & Movement
July 8-12	Math
July 15-19	Language
July 22-26	Social Studies & Science

Monthly Seminar	Practicum Seminar
8/31/2024	Early Childhood Classroom Leadership: Engaging, Supporting, & Sustaining Families Connection
9/28/2024	Early Childhood Development, Education, & Observation
10/26/2024	Early Childhood Classroom Leadership: Cultivating a Positive Classroom Culture
1/25/25	Early Childhood Development, Education & Observation: Creating an Inclusive Learning Environment
2/22/25	Montessori Philosophy & Pedagogy
4/26/2025	Early Childhood Classroom Leadership: Resources, services & referral systems
5/17/2025	*optional/ make-up*
6/7/2025	*optional/ make-up*

# Accreditation

## MACTE

We hope to soon hold an Accredited Status for our Early Childhood Montessori Teacher Education Certification course level from the Montessori Accreditation Council for Teacher Education (MACTE), which is recognized by the USA department of Education. We are affiliated with the American Montessori Society (AMS) and the National Center of Montessori in the Public Sector (NCMPS).

MACTE is the premier, internationally recognized, standard-setting accrediting body for Montessori teacher education. An accredited program is one that meets MACTE standards of excellence, demonstrates financial stability, offers a comprehensive curriculum, hires component and credentialed faculty, and has an array of services that respond to student's needs.

Students completing a MACTE–accredited program are assured of the broadest possible opportunity for acceptance of their Montessori credentials throughout the nation and world. The following are some of the reasons MACTE accreditation is unique:

- MACTE accreditation is recognized by the U.S Department of Education.
- Standards of accreditation are reviewed and commented on by practitioners and educators in the profession as well as the standards as they are designed to encompass
- There is diversity in curriculum content and in methods of instruction.
- MACTE staff will assist you with any questions you have concerning accreditation. You may visit their website at [www.MACTE.org](http://www.MACTE.org)

## AMS

The American Montessori Society (AMS) is the foremost advocate for quality Montessori education.

AMS sets the high professional standards that inform Montessori education as practiced in AMS accredited schools and taught in AMS- affiliated Teacher Education Programs.

AMS is a vibrant community of schools, teacher, families, and others determined to make Montessori a strong and positive force in education (from AMS website)

The American Montessori Society advocates for the Montessori Method in public and private schools throughout the United States, and publishes its own standards and criteria for its accredited member schools. AMS supports research and public policy that advocate for Montessori education.

# Fundamental Tenets of an AMS Program

## Teacher Education Program

1. **Cosmic Education** provides the framework for each individual to answer the question, “Who am I and why am I here?” Teacher education of all levels mirrors the underpinnings of cosmic education with consistent attention to repeated and expanding experiences leading to an appreciation of the web of relationships that is the universe, through an understanding of:
  - a. the interconnectedness of all things
  - b. wonder and respect for the living and nonliving world
  - c. nurturing the identity and the spirit of the child and the adolescent
  - d. indirect and direct preparation of each activity
  - e. sequencing based on whole-to-part-to-whole pathway
  - f. integrated spiral curriculum
  - g. awareness that the universe is an evolving, self-organizing force that offers many possibilities and is impacted by our actions.
2. **Transformation of the Adult** is an essential outcome of the teacher education course, with an emphasis on spiritual preparation, service to humanity, and the attitudes and dispositions inherent in the philosophy
3. **Education for Peace** is the ultimate task of Montessori education. Intentional, peaceful communities of learners cultivate: respect for all humanity, appreciation of world cultures, and the valuing of diversity, social justice, and equality. These communities exercise trust and peaceful ways of addressing conflict and working together.
4. **Respect for oneself, others, and for the environment** is fostered in all interactions
5. **The Prepared Environment** fosters learning through relationships, interactions, and materials using culturally diverse methods and awareness of equity.
6. **Constructivist Theory** applies to all levels of Montessori education. Individuals of different ages actively construct knowledge through enriching interchanges and experiences with others and the physical environment.
7. **Modeling** an inclusive respectful diverse global community, social-emotional awareness, digital citizenship, integrates the cultural curriculum that unites humanity, movement, choice, peer teaching, dispositions, commitment to service, and reflective practices by teacher educators and mentors occurs so adults observe and experience Montessori theory in action.

8. **Observation** is of vital importance to the teaching and learning process. Teacher education programs communicate the necessity to develop increasing observation skills in one's own classroom and other classroom environments. Recordkeeping documents the on-going observations and learning outcomes that become the basis for future planning.
9. **Assessments** are part of the teaching and learning cycle. Various formats meet learners where they are and guide them forward to meet the AMS course objectives to be an effective Montessori teacher.
10. **A Practicum Phase** provides the adult learner with a teaching and learning experience under the guidance of a mentor. Observation, specific feedback, internalization, and further study guides Montessori theory into practice.
11. **The Continuum of Development** across time, place and culture is honored through equal appreciation of all program levels who learn from each other and respect the contributions of Montessori trailblazers, leaders, and practicing and aspiring teachers.
12. **Lifelong Learning** is inspired by the teacher education program as part of the on-going personal and professional journey of learning, growing, observing, reflecting and researching.

## AMS Code of Ethics

Adopted by the AMS Board of Directors January 2022

### **Principle I: Commitment to Students & Their Families**

In fulfillment of the obligation to students and their families, AMS will:

- Share resources for protecting equitable access to all programs and services, regardless of each student's and family's race, color, culture, sex, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, ancestry, national or ethnic origins, or any other classification protected by applicable law.
- Support practices that protect the physical health and psychological safety of each student and family.
- Encourage independent action in the pursuit of learning, action.
- Honor professional commitments, and maintain obligations and contracts while neither soliciting nor involving students or their families in schemes for commercial gain.
- Keep in confidence information that has been secured in the course of professional service, unless disclosure serves professional purposes or is required by law. physical health and psychological safety community building, and social

### **Principle II: Commitment to Staff & Colleagues**

In fulfillment of the obligation to staff and colleagues, AMS will:

- Protect equitable access to AMS employment, programs, services, and other opportunities regardless of each individual's race, color, culture, sex, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, ancestry, national or ethnic origins, or any other classification protected by applicable law.
- Dedicate ourselves to recognizing, addressing, and eradicating all forms of racism and systemic oppression within our organization and programs.
- Represent one's own professional qualifications with clarity and true intent.
- Accept, offer, recommend, and assign professional positions and responsibilities on the basis of professional preparation and legal qualifications.
- Use honest, equitable, and effective methods of administering duties and conducting business. national or ethnic origins, or any other classification protected by applicable law.

### **Principle III: Commitment to the Montessori Movement**

In fulfillment of the obligation to the Montessori Movement, AMS will:

- Uphold and publicly support the greater vision of Dr. Maria Montessori through such initiatives as the development and promulgation of standards for affiliation of teacher education programs and accreditation of schools, the providing of professional development opportunities, and support of Montessori research and advocacy.
- Ensure that our work honors the core components of Montessori education: properly trained Montessori teachers, multi-age classrooms, the uninterrupted work period, the prepared environment, and child-directed work.

### **Principle IV: Commitment to the Public**

In fulfillment of the obligation to the public, AMS will:

- Share perspectives consistent with all of the items set forth in the principles above, when engaged in public discussion.
- Distinguish private views from the official position of the American Montessori Society when engaged in public discussion.

## **Core Components of Montessori Education**

*From AMS*

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

### **Properly Trained Montessori Teachers**

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

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

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

It is essential that Montessori teachers have training in the age level at which they teach. This training prepares the Montessori teacher to design a developmentally appropriate learning environment, furnished with specially-designed materials, where students explore, discover, and experience the joy of learning. AMS recognizes Montessori teaching credentials issued by AMS, NCME, or AMI, or by any other Montessori teacher education programs that are accredited.

### **Multi-Age Classrooms**

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

AMS-approved multi-age groupings, as detailed in our School Accreditation Standards and Criteria, specify a 3-year age grouping in its accredited schools at the Early Childhood and Elementary age levels. At the Secondary level, groupings may be 2- or 3-years. Children from birth – age 3 may be grouped in varying multi-age configurations.

### **Use of Montessori Materials and Authentic Tools**

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



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

The AMS School Accreditation Commission and Teacher Education Action Commission offers the lists of suggested learning materials for each Montessori teacher education program level found in these appendices. It can be located in the Section of the AMS Website called Start a New Montessori School.

### **Child-Directed Work**

Montessori education supports children and adolescents in choosing meaningful and challenging work of their own interest, leading to engagement, intrinsic motivation, sustained attention, and the development of responsibility to oneself and others. This child-directed work is supported by the design and flow of the Montessori classroom, which is designed to arouse each child's or adolescent's curiosity and the opportunity to work in calm, uncluttered spaces either individually or as part of a group; the availability and presentation of enticing, self-correcting materials in specified curricular areas; teachers who serve as guides and mentors rather than dispensers of knowledge; and uninterrupted work periods, as described below.

### **Uninterrupted Work Periods**

The uninterrupted work period recognizes and respects individual variations in the learning process. During the work period, students are given time to work through various tasks and responsibilities at their own pace without interruption. A child's or adolescent's work cycle involves selecting an activity, performing the activity for as long as they are interested in it, cleaning up the activity and returning it to the shelf, then selecting another activity. During the work period, teachers support and monitor the students' work and provide individual and small-group lessons. The uninterrupted work period facilitates the development of coordination, concentration, independence and order, and the assimilation of information.

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

## **Teacher Education Rights & Responsibilities**

### ***from AMS***

In order to preserve and protect the rights of adult learners, Davis Montessori Teacher Education Program makes a commitment to the following responsibilities.

In the area of academics, DM-TEP will:

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

***In the area of advertising, the TEP will:***

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

***In the area of finances, the TEP will:***

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

***In the area of admissions, the TEP will:***

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

# Adult Learners Rights & Responsibilities

*from AMS*

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

It is the responsibility of the adult learner to:

1. Seek a Montessori credential for their own professional growth and desire to learn.
2. Be informed—by reading the information disseminated by the course.
3. Take an active part in planning and executing the course of study within the context of stated requirements and existing institutional resources.
4. Continually self-monitor academic progress.
5. Attend class and participate in other learning activities, come prepared, and complete assignments on time.
6. Embrace the principle of academic honesty.
7. Respect the freedom of the program's staff to inquire, publish, and teach.
8. Be familiar with the AMS Code of Ethics.

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

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

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

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

## Admission

### Eligibility

The candidate applying for admission to DM-TEP holds a minimum of a secondary level state-approved/recognized high school diploma or GED. Upon successful completion of all requirements, the Adult Learner will receive an Associate Early Childhood Credential. Associate

Early Childhood Credential holders are strongly encouraged to pursue their bachelor's degree 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.

Candidates who hold a Bachelor's degree from a regionally accredited U.S. college/university documented in the form of an official original college/university transcript or its equivalent, as determined by a recognized credential evaluation service will receive a full Early Childhood credential upon successful completion.

## Admission Process

After submission of the application, DM-TEP will contact the candidate to speak with the Director of Teaching and Learning. The applicant must be prepared to discuss their scheduling needs, financial circumstances as it relates to tuition payment and any other circumstances that may directly or indirectly affect your ability to complete the teacher education program. In addition, the 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 virtual tour of a Practicum site.

Application steps:

- Submit an application. Make sure to upload:
  - Transcripts
  - Resume
  - Two to three recommendation letters from non-relatives.
  - A letter of intent stating the reason for enrolling in the program.
- Interview with DM-TEP Director of Teaching & Learning
- Enrollment confirmation.
- Payment of the \$150 application fee.

# Standards of Completion

## Program requirements for AMS certification

Admission to the course does not guarantee certification. The Adult Learners must complete the following requirements in order to be recommended for certification by AMS:

- a. Fulfill all financial responsibilities to the program.
- b. Have satisfactory attendance at all lecture/demonstration sessions.
- c. Demonstrate competency in both written and oral communication skills.
- d. Receive a passing grade (C or better) as a final grade in all subject areas.
- e. Fulfill all responsibilities for the practicum phase of the program.

In order to be eligible to sit for the final examinations, the student must meet the following requirements:

1. Minimum of 90% attendance in all the subjects. Students are required to attend a minimum of 90% of the total clock hours. All lectures/presentations are vital, therefore any absences must be made up through private tutoring arranged with the instructor or attending the lecture/presentation the next time it is offered.
2. Full attendance at supervised practica with Montessori materials. During practice sessions, students must practice presenting every material in each curriculum area (Practical Life, Sensorial, Cultural Subjects, Language Development and Mathematics), until they are able to present them competently.
3. Complete an Illustrated Curriculum Manual for each subject area. The Adult learner must submit a Curriculum Manual of every subject of the Montessori Apparatus, as well as Manuals for Psychology, Philosophy, Art and Classroom Management.
4. Material Making. The Adult Learner must make Montessori Materials of different subjects during the course. Some examples of these teachers-made materials are:
  - a. Land and Water Form pans and cards;
  - b. Classified Cards for Biology (Plants and Animals);
  - c. Peoples of the World and Fundamental Needs of Humans Cards and Charts (prototypes);
  - d. Leaf Collection Cards;
  - e. Art Card Collection;
  - f. Nomenclature cards of different subjects.
5. A minimum grade of C on ALL subjects contained in the Curricular Course. Adult Learners must fulfill this requirement in order to enter the Practicum Phase.
6. Proof of Practicum in an Early Childhood Montessori classroom under the supervision of an Early Childhood Lead teacher with at least 2 years of experience working with children in the same level. A ten-month supervised Practicum in an approved classroom, working at least five mornings a week is required. Adult Learners will be evaluated monthly by their supervising teacher and 3 times a year by a field supervisor.

7. Personal file cleared of ANY misconduct or disrespectful conduct reports made by the Faculty members and or peers. Upon completion of all required elements of the course and successful completion of a Practicum, a Credential of Completion will be issued.
8. Supervised Practice and Independent Practice with Montessori Materials.  
Supervised practice grants the student opportunities to solidify understanding and techniques of the didactic apparatus before entering the classroom to work with children. Students must practice a minimum of 50 hours under the supervision of a DM-TEP staff member. The purpose of practice sessions is to provide the student with opportunity for active manipulation with the materials and the accompanying verbalization. During the time set aside for supervised practice students are expected to manipulate the materials, rather than edit notes or make materials. Only practice with the materials meets the AMS requirements for practical sessions. Ten hours of supervised practice per subject are scheduled on the annual calendar.

The DM-TEP is open for independent practice before and after class time during normal business hours.

## Observations

Observation is an essential skill for guiding a Montessori Environment. Observation serves as a key to inform instruction and provide insight to the intricacies of the child. Observation may include: recording interest, dialogue, interaction with peers and environment, and their approach to learning. The emphasis in adult learners to observe is to first, develop the skill itself of observation, and second, use the skill in implementing practices that correspond to meeting the needs of the developing child.

### **Required Individual Homework**

Adult learners should be advised that a considerable number of hours should be allotted for their course work outside of scheduled classes and activities. A minimum of twenty hours of work each week is usually needed for preparing teaching albums, creating lesson plans, making materials, reading and studying—all are to be done outside of instruction class hours.

## Attendance

### **Academic Phase**

The general requirement for the number of hours in the academic phase is **320 hours**.

DM-TEP is an intense teacher training program, and adult learners are required to attend all scheduled classes. Adult learners arriving 15 minutes late will be considered tardy. Habitual tardiness (three (3) unexcused tardies per component course) will be grounds for dismissal. Attendance is recorded at every session.

Absences for reasons other than testing positive for COVID-19, illness, or bereavement will not be excused. The daily presentation and demonstration of Montessori materials and pedagogy requires the presence and active participation of the adult learner to process and internalize the content.

In the event of an excused absence (a total of 12 (twelve) clock hours is the maximum allowed), the adult learner will be expected to obtain all class notes from other adult learners and will be held responsible for assigned papers due, regardless of absences. In addition, the student must make arrangements with the instructor(s) to view the presentations during practice sessions if presentations have been missed.

If an adult learner must take a leave of absence for more than the twelve (12) allowed hours, the adult learner will not be allowed to complete the particular component(s) or sit for the incomplete component(s) final exam. However, the adult learner will be entitled to attend the missed lecture/demonstration hours in the next course cycle and take the missed final exam(s) when that course has completed, thereby meeting the attendance requirements necessary to receive their diploma.

### **Practicum Phase**

No part of the student teaching practicum may precede the student's entry into academic coursework. Student teaching must be preceded by sufficient and appropriate coursework to prepare the student for a successful experience. The general requirement for the practicum phase is **540 hours**. Practice teaching is a mandatory component of the course. Students are required to practice teaching under supervision for one academic year (nine months). Attendance is recorded on a daily basis.

### **Practice**

Practice Sessions with the materials for each component (Practical Life, Sensorial, Math, Language) are required and must be recorded. In addition, twenty hours of observation time must be recorded, and 15 Observation Reports must be completed.

### **Make-up or Retake of Work or Examinations**

Students not satisfactorily completing any portion of the course work must make special arrangements for completion with the Director of Training. Students failing any portion of the final written or final oral examinations, or those unable to sit for oral examination as a result of incomplete work, may retake the failed portions of the examinations the following year. Additional practice with the apparatus, written work and/or attendance at lectures may be required as a prerequisite for retaking the examinations. Final examinations may only be taken twice and no later than one year after the first sitting.

# School and Student Records

## **Change of Contact Information**

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

Student records are maintained on site for a five-year period as is required by the California State Law of Educational Institutions. Every effort is made to maintain student records indefinitely.

Students may review their record or file at any time by setting up an appointment with the course administrator.

DM-TEP maintains records of the name, address, e-mail address, and telephone number of each student who is enrolled and permanent records of all of the following:

1. The degree or certificate granted and the date on which that degree or certificate was granted.
2. The courses and units on which the certificate or degree was based.
3. The grades earned by the student in each of those courses.
4. Copies of all documents signed by the student, including contracts, instruments of indebtedness, and documents relating to financial aid, will be kept permanently in the student file.
5. A copy of the Diploma granted by this Institution and a copy of the student transcripts will also be kept permanently in the student file.

## Student Confidentiality & Privacy

DM-TEP assures students of confidentiality of records and access in accordance with the Family Educational Rights and Privacy Act and international privacy laws. DM-TEP guarantees that all student records will be kept confidential and in a secure location. We adhere to all generally accepted privacy practices regarding personal and sensitive student information. No one other than the office personnel may have access to the adult learner's records without his/her written permission.



# Retention Policy

AMS provides the following recommendation as the minimum documentation to be included in education records. It is the director's responsibility to include any additional documents required in their area. There are two categories: 1) graduates and 2) adult learners in process.

## **Educational records for graduates** (retain according to local requirements):

1. Application
2. Official transcript from the adult learner's highest level of education that documents:  
Documentation of educational background and degree earned. (e.g. high school, college, equivalency evaluation if post-secondary experience is outside of the U.S. and graduates attended a TEP in the U.S.)
3. Record of contact hours for each curricular area of course (AMS needs this information to produce verification letters for state agencies and for transcripts)
4. Checklist verifying completion of AMS and program requirements for graduation (e.g. attendance, assignments, performance evaluations, documentation from the practicum phase etc.)
5. Financial record
6. AMS Credential Recommendation Form
7. Copy of credential issued

## **Education records for adult learners in process** (AMS recommends you retain these files even if they date before local requirements):

1. All of the above (relative to what has been completed)
2. All program documentation to date (e.g. attendance, assignment outcomes and their completion, practicum reports, etc.)

Note also:

1. Adult learner/graduate files are confidential.
2. All local, state, and federal record retention rules must be followed properly.

# Academic Expectations/ Grading/ Assessments

## Grading Criteria

Adult Learners are graded on their class participation, reading assignments, manual presentations, in class written exam, philosophy papers, material making, and essays. The grading criteria is written on the syllabus of each course.

The grading system is an "A" through "F" following this general grading system:

Grading Criteria:

A+ 97%-100%	A: 93%-96%	A-90%-92%
B+: 87%-89%	B:83%-86%	B-:80%-82%
C+:77%-79%	C: 73%-76%	C-: 70%-72%
F:below 70%		
W: withdrawn		
I: Incomplete		

- **From A+ to A=** Excellent. Denotes high achievement and indicates intellectual initiative beyond the objectives of the course.
- **From B+ to B=** Good. Denotes work that meets the objectives for the course and intellectual command expected of graduate students.
- **From C+ to C=** Satisfactory. Denotes work of inferior quality compared to the objectives of the course.
- **C=** Unsatisfactory performance; however, does not have to retake the test to obtain the minimum percentage for a passing grade. Minimum grade considered as PASS.
- **F=** Failure. Retake of the subject is recommended before requesting approval for the Internship phase.
- **W** =Withdrawn. Authorized departure from the course without completion. It does not enter into the grade point average calculation.
- **I=** Incomplete. Denotes that work remains to be submitted and evaluated. Students may not graduate with a grade of “I” in any course of their record.

The faculty assesses and evaluates student work by several means during the academic phase. Students receive feedback and grades on each of the following submissions:

1. Portfolios (Albums)
2. Final Project (material making)
3. Essays
4. Demonstration exam
5. Class participation
6. Final written exam per subject

## Grievance/ Complaints Policy

### Student Arbitration Procedures

Arbitration procedures are developed to arbitrate significant complaints or grievances by students, faculty or practicum consultants. They will be used to decide on a course of action in response to a grievance, which shall be binding on all parties. An arbitration committee composed of the director of the program, one faculty member, one student and one “stand-by” faculty member, who will take the place of any faculty member on the committee against whom the grievance is brought, shall arbitrate all grievances. In the event that the student member is

bringing a grievance, an alternate student will be elected by the remaining students to act in his/her stead.

## Areas of Grievance

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

1. Incomplete or seriously deficient training during the training program.
2. Failure of the program to meet DM-TEP requirements during field experience.
3. Failure to meet financial obligations.

## Grievance Procedures

1. The individual initiating the complaint must first attempt to resolve it with the involved party. This solution must be acceptable to the course director if it involves any change in course requirements including assignments and attendance.
2. If no solution is reached, the complaint is then brought before the Arbitration Committee of the AMS Teacher Education Committee (address: AMS 116 E 16th Street, New York, NY 10003), or to MACTE (108 Second Street S.W, suite 7 Charlottesville, VA 22902). If a hearing is deemed in order, the Arbitration Committee shall hear presentations from both sides and attempt to mediate, deciding in a solution satisfactory to both parties. If this fails, the Committee shall decide by majority vote on a binding course of action.
3. Individuals who feel the action taken by the DM-TEP Arbitration Committee is not appropriate may appeal to the MACTE Commission. If a hearing is deemed in order, the MACTE Commission shall hear presentations from both sides and attempt to mediate, deciding on a solution satisfactory to both parties. If this fails, the Committee shall decide by majority vote on a binding course of action. The decision of this committee shall be considered binding to all parties, and no further appeal is possible.

MACTE Commission National Office  
Rebecca Pelton, Executive Director,  
MACTE, 108 Second Street S.W. Suite 7  
Charlottesville, VA 22902  
Phone: (434) 202-7793 Fax: (888) 525-8838  
Email: [rebecca@MACTE.org](mailto:rebecca@MACTE.org)  
website: [www.macte.org](http://www.macte.org)

AMS Arbitration Committee  
116 E 16th Street  
New York City NY 10003

The Institute is approved by the Bureau of Post-Secondary Education of the State of California to operate.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institute may be directed to the Bureau of Postsecondary Education at any time.

A student or any member of the public may file a complaint about this institute with the Bureau of Post-Secondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet web site ([www.bppe.ca.gov](http://www.bppe.ca.gov)).

## Notice of Procedure to File Complaints with MACTE

MACTE reviews complaints that relate to a program's compliance with the Quality Principles and Standards. MACTE is interested in the sustained quality and continued improvement of Montessori teacher education programs, but does not intervene on behalf of individuals or act as a court of appeal for individuals in matters of admission, appointment, promotion or dismissal of faculty, staff or adult learners. MACTE does not investigate anonymous complaints.

# Requirements for Admission

Applicants for the Davis Montessori Teacher Education Program Early Childhood 2 ½- 6 Diploma Course are required to have graduated High School. A Bachelor's degree is desired, but not required. Passing the interview with the Director of Teaching and learning, two letters of recommendation regarding the applicant's character and ability to complete the course and one character reference are required. Health clearance and criminal record clearance must also be on file.

In addition to all of the above, students from abroad must be proficient in both written and spoken English as English is the language of instruction. We do not offer a course in which English is the second language, nor do we teach English as the second language. Foreign students are required to obtain a student visa from the immigration department of the U.S.A. Visa services are not offered by this institute nor will the institute vouch for student status. Applications for enrollment are accepted at any time prior to the first day of class. Late enrollments may be accepted at the discretion of the Administrator. The following documents must be on file:

1. Completed Application form
2. Personal interview
3. Application fee
4. Signed receipt of Course Catalog
5. Two pictures of applicant (passport size)
6. All school transcripts
7. One professional letters of recommendation
8. One character reference
9. Health forms and T.B. test results
10. Criminal record clearance / fingerprints
11. Signed Enrollment Agreement

A personal interview is required prior to acceptance into the course. Any adult learner who does not provide all of the required forms may be accepted on a 14 day probation period of 14 days awaiting full documentation. If there are any questions, it is strongly recommended that verification of status be discussed with the Director of Teaching and Learning. Either a letter of full acceptance or a letter of provisional acceptance with deficiencies listed is issued to the adult learner.

## Transfer Policy

The entire sequence of curriculum components as delivered by DM-TEP is required to successfully complete the Early Childhood Teacher Credential program. DM-TEP may accept Early Childhood Development, and Child Observation courses from an accredited college or university, with a fee of \$50 per course credit and to not exceed 12 credits. Other courses of

training may not be accepted. In the event that DM-TEP accepts an adult learner from another Teacher Certification Program, this has to be only an AMS affiliated program, and the candidate must:

1. Be within the three-year time limit following the original academic phase.
2. Be a current member of AMS.

**“NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION”**

THIS INSTITUTION DOES NOT GRANT CREDIT FOR PRIOR EXPERIENTIAL LEARNING. DM-TEP has not entered into an articulation agreement or transfer agreement with any other college or university.

THIS INSTITUTION DOES NOT ACCEPT CREDITS EARNED THROUGH CHALLENGE EXAMINATIONS AND ACHIEVEMENT TESTS.

The transferability of credits you earn at DM-TEP is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the (degree, diploma, or certificate) you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the (credits or degree, diploma, 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 of 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 DM-TEP to determine if your (credits or degree, diploma, or certificate) will transfer.

# Early Childhood Teacher Credential

## Course Information

### Overview

DM-TEP offers a 12-month course cycle for Adult Learners who wish to become Montessori Teachers of children at an Early Childhood level. This Primary course is an undergraduate course, which trains adults to work with children from 2 ½ to 6 years of age. It is designed to be an interactive study based on Maria Montessori's vision for lifelong learning, utilizing all her materials and methodologies, integrated with current research in child development and early childhood education. Instructors facilitate the learning process and share their experiences and resources. Opportunities are provided for observation and discussion of ongoing classrooms as well as attendance at parent information meetings and parent conferences.

The entire 12-month certification course is structured as follows:

- Course I
  - Orientation/Self Study course. Duration: 2 days (10 hrs)
- Course II
  - Academic Course/Workshops/Supervised Practice Duration: 493 hours
- Course III
  - Practicum. Duration: minimum 540 hours over one school year (approximately 10 months from September to June)
- Course IV
  - Evaluation and Final Exam. Duration: 12 hrs. (2-3 days)

School-year classes are held on Saturdays from 8 am to 5 pm plus some additional hours dedicated to Supervised Practice with Montessori Materials.

The main part of the course consists of an ACADEMIC phase and a PRACTICUM phase. The academic phase is composed of lectures, presentations of materials, group process and discussion, and supervised practice with materials, with direct contact between instructor and student. Academic courses are held online and in-person for 6 weeks during the summer. They are held Monday through Friday from 8 am to 5 pm.

The practicum (internship) is composed of a minimum of 540 hours, with the Adult Learner Working at the practicum site in the classroom of an approved supervising teacher for three hours a day, five days a week for 9 consecutive months. The purpose of the practicum is to give the adult learner hands-on experience working with children in a Montessori School. This is why, over the course of the Practicum, the adult learner is required to follow the development of the children in the assigned environment and must also present materials and participate in the various aspects of everyday planning, record keeping and general classroom management.

## Tuition and Fees for 2024–2025 Course

Tuition may be paid in full for the entire program or per course. The total tuition for all courses including practicum is **\$5,400 - \$5,700**. Purchase of books, materials, and other supplies is not included in the cost.

### **Fees NOT included in the tuition**

Non-refundable application fee due with the application forms		\$150
State of California (BPPE) Student Tuition Recovery Fund (STRF): \$2.50*/\$1,000		\$12.50
Non-Institutional Charges-Adult Learner Fees	MACTE	\$176
	AMS	\$260
<b>TOTAL FEES due</b>		<b>\$598.50</b>

### **Discounts**

If the tuition for the entire program is paid in advance, the adult learner will receive 10% off. Adult learners may choose to pay tuition fees per class.

### **Instruction Hours**

The Montessori Early Childhood Teacher Credential Course comprises **320 academic hours** with 200 hours (60%) of in-person instruction and 120 hours (40%) of online synchronous and asynchronous instruction with 14 academic hours dedicated to Anti-Bias/Anti-Racist education. This includes a 7 week summer intensive session on:

- Montessori Philosophy, Child Development, and Classroom Leadership. This will be conducted online on Monday to Friday for 2 weeks, 8 am to 5 pm, totalling 72 hours of instruction hours.
- Curricular areas in the five main areas of the Montessori classroom: Practical Life, Sensorial, Language, Math, Cultural Subjects and science. These subjects are presented in-person on Monday to Friday for 5 weeks, 8 am to 5 pm totalling 200 instruction hours.

There is a minimum of **540 practicum/student teaching hours** over a nine-month practicum teaching. An American Montessori Society Early Childhood Teacher Credential is awarded to the adult learner after successful completion of the program.

## **Translating Online Learning Time into Academic Contact Hours**

Required online academic hours are the class/module time allotted for presentation/lecture, discussion, response, practice, and collaboration, including peer feedback.



<p><b>Required Online Learning Time</b> Virtual engagement of the adult learner in course content within a learning management system or other online platform.</p>	<p><b>Additional Learning Time (Homework)</b> Does not count toward academic contact hours. May be required or supplemental.</p>
<p><b>Examples of Online Learning Activities</b></p> <ul style="list-style-type: none"> <li>● <i>Recorded Lectures</i> — Created by the instructor and/or Open Education Resource links, such as YouTube, TED Talks, articles, websites.</li> <li>● <i>Live Lectures (synchronous)</i>-- presentation of topics by course instructors.</li> <li>● <i>Discussions (asynchronous)</i> – Reflections, responses, and peer feedback to course content, material presentations or other experiences.</li> <li>● <i>Discussions (synchronous)</i> – Group discussions, peer-to-peer, virtual office hours, reviews before assignment, etc.</li> <li>● <i>Short readings</i> – Articles, websites, passages, etc.</li> <li>● <i>Group work</i> – Complete assigned projects via collaborative group meetings (synchronously and/or asynchronously) using an online community tool (i.e., discussion boards, Wiki, Blogs, Google Apps, or other platforms)</li> </ul>	<p><b>Recommended, but not required activities</b></p> <p>Open Education Resources, such as YouTube, TEDtalks, articles, Websites.</p> <ul style="list-style-type: none"> <li>●</li> <li>● <b>Required readings</b> — To prepare for class discussions.</li> <li>● <b>Required Individual Research</b> — To prepare for group work or other projects.</li> </ul>

### Example of Academic Contact Hours for a 4 hour online module

\*This example is provided for illustrative purposes only.

Modules may vary in length, depending on the course content and design.

Lecture	1 hour
Discussion	1 hour (asynchronous or synchronous)
Individual Assessment	1 hour
Small Group Project	1 hour

## Examples of Assessment

*Assessments* — Documentation of anything normally assessed during an in-residence class, such as practice with materials, individual or small group presentations, presentation of portfolios and materials. Final examination time is not included in academic hours.

*Required Homework Assignments* — Estimated time preparing albums, designing and practicing with materials, writing papers, or creating curriculum and materials, etc.

Supplemental, not required, activities

## Collection of Tuition Fees

Full tuition and registration fees are due and payable at registration unless a prior arrangement is made with the institution and a payment plan is agreed to by both the student and the institution. In this case, the payment terms and the monthly amount due will be entered on the Enrollment Agreement and signed by both parties and a recording system will be established and maintained by the school until all payments are complete.

Assistance with a payment plan is available for 12 months, 15 months, 18 months, or 20 months. Tuition is due on the 1st day of the month. A \$ 35.00 (thirty-five dollar) late fee charge will automatically apply after the 5th.

DM-TEP does not participate in any federal or state financial aid programs, nor does it offer private financial aid. However, payment plan options may be coordinated with the Director of Teaching and Learning

## Continuing Education Units (CEUs)

Units of continuing education are available through UC Davis Continuing and Professional Education. Fee varies by course and is paid directly to UC Davis using a credit card. UC Davis Continuing and Professional Education is responsible for the Continuing Education Units portion of the courses only. Actual instruction is the responsibility of DM-TEP

Twenty-eight (28) continuing education units are available for the Early Childhood Teacher Credential course.

Unit purchasing for each course will not go live until after the course has been completed and will be open for 2 weeks.

## Enrolling for Continuing Education Units

- You may enroll via our Professional Development for Educators page.

- Locate course under "Courses Open for Enrollment".
- Register by using Course Section ID to enroll.
- Pay with a credit card online.
- Pay by phone- Call UC Davis Student Services office at (800) 752-0881 to register by phone and pay with a credit card.
- Please select your course carefully, as a \$30 processing fee will be charged if you enroll in the incorrect course and later request to transfer.
- No refunds are available for credit services fees.

## Right to withhold transcripts and grades for nonpayment of tuition

DM-TEP reserves the right to withhold a student's transcript or grades if the student is in default on a student tuition contract. If the student has made partial payment of his or her tuition obligation, the institution may only withhold that portion of the grades or transcript that corresponds on a pro rata basis to the amount of tuition the student has not paid.

## Scholarship

An adult learner may sign a student teaching contract at Birch Lane Montessori to be a student teacher for at least 4 hours per day for 9 months (September 1st to May 31st) under supervision of a trained and certified Montessori mentor teacher. This contract will credit the adult learner \$600 per month. The remaining balance is due by the Final Examination Date. Space is limited to 3 student teachers (one student teacher per class).

## AMS Scholarship

Every year, the American Montessori Society awards teacher education scholarships to aspiring Montessori teachers in support of their professional growth.

The AMS Scholarship application period will be from February to April. Subscribe to the AMS newsletter to be notified when they are open.

Those eligible to apply for scholarships are individuals who have been accepted, are in the process of being accepted, or are already enrolled in an AMS-affiliated teacher education program at any of these credential levels: Infant & Toddler, Early Childhood, Elementary (I, I – II, II), and Secondary (I, I – II). These scholarships are not available for individuals enrolled in an AMS Administrator or MIE course.

Scholarship recipients are selected by a committee chaired by a representative of the Teacher Educators Section of the AMS Board of Directors.

Applicants are considered on the basis of financial need, a compelling personal statement, 3 original letters of recommendation, and official verification of acceptance into an AMS-affiliated program.

## Faculty to Adult Learner Ratio

The maximum number of students in any class will not exceed 20. More than 20 students will prompt another separate class.

## Probation and Dismissal Policy

DM-TEP reserves the right to dismiss an adult learner at any time for behavior or attitude deemed unprofessional in the opinion of the institute's administration or the Director of Teaching and Learning. Adult learners may be asked to discontinue their course of study for medical, psychological, academic or other cogent reasons without recourse.

Absences, tardiness, failure to turn in work, and inadequate quality of work will elicit verbal and/or written warnings from the Director of Teaching and Learning. If after appropriate warnings, the adult learner shows no improvement, DM-TEP reserves the right to dismiss the adult learner. In the event the adult learner is dismissed, the standard refund policy shall be applicable according to DM-TEP, which the adult learner is in at the time of dismissal

## Cancellation of Enrollment

Adult learners may cancel a contract for enrollment without any penalty or obligation and obtain a refund of charges paid through attendance at the first class session or the seventh day after enrollment, whichever is later. Any payment made shall be returned to adult learners within 45 days following DM-TEP's receipt of your cancellation notice. To cancel enrollment contract, please email or deliver a signed and dated copy of the cancellation notice to [schhin@davismontessori.org](mailto:schhin@davismontessori.org)

## Refund Policy Statement

DM-TEP maintains a policy for the refund of the unused portion of tuition/course fees in the event that the student fails to enter the course or withdraws at any time for any reason prior to the completion of the course. This policy provides that the amount charged to the students for tuition for a portion of the course does not exceed the approximate pro rata portion of the total charges for tuition that the length of the completed portion of the course is in ratio to the total length. All refunds will be returned within 45 days of the date on which the Cancellation Notice was received.

If the adult learner cancels enrollment and has received a scholarship from DM-TEP, the adult learner will have to repay the full amount of the scholarship.

## State of California Student Tuition Recovery Fund (STRF)

California law requires that, upon enrollment, a fee be assessed in relation to the cost of tuition (Education Code Section 94343). These fees support the Student Tuition Recovery Fund (STRF), a special fund established by the California Legislature to reimburse students who might otherwise experience a financial loss as a result of untimely school closure. Institutional participation is mandatory.

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF California Code of Regulations Division 7.5. Private Postsecondary Education ~ 105 may be directed to the Bureau for Private Postsecondary Education, at 1747 N. Market Blvd. Ste 225 Sacramento CA 95834. PO Box 980818, West Sacramento, CA 95789-0818. [www.bppe.ca.gov](http://www.bppe.ca.gov) Ph. 1 888 370 7589, Fax 1 916 263 1897 or (916) 5748900 or by fax (916)263-1897.

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

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF. A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number.” Note: Authority cited: Sections 94803, 94877 and 94923, Education Code. Reference: Section 94923, 94924 and 94925, Education Code.

Any questions a student may have regarding this enrollment agreement that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at

1747 N. Market Blvd. Ste 225  
Sacramento CA 95834,  
[www.bppe.ca.gov](http://www.bppe.ca.gov),  
Ph. 1 888 370 7589, Fax 1 916 263 1897

Detailed Information:

Bureau of Post Secondary Education  
Address: 1747 N. Market Blvd. Ste 225 Sacramento CA 95834. PO Box 980818, West Sacramento, CA 95789-0818.  
Web site address : [www.bppe.ca.gov](http://www.bppe.ca.gov)  
Telephone and fax numbers: Ph. 1 888 370 7589, Fax 1 916 263 1897 (916) 5748900 or by fax (916)263-1897.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 1 888 370 7589 toll-free or by completing a complaint form, which can be obtained on the Bureau’s internet Web site [www.bppe.ca.gov](http://www.bppe.ca.gov)

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

## Certification

For students who attend and complete the academic phase only, a certificate of attendance shall be awarded by the DM-TEP. This gives students two academic years following the completion date to fulfill the practicum phase and other requirements and gain an AMS. Early Childhood Credential.

An American Montessori Society (AMS) Early Childhood (2 ½ - 6) level shall be to students who successfully complete both phases and other course requirements of DM-TEP.

## Professional Development Requirement

### *from AMS*

The American Montessori Society believes that continuing professional development is a necessary component of Montessori teacher development and continued professional growth. AMS requires that holders of AMS credentials issued on or after July 1, 2013 complete 50 hours of professional development every 5 years for the credential to remain active. The first 5-year period begins with the date the credential was issued. If professional development hours are not completed within the 5-year period, the credential will be considered inactive until the requirement is met. The process repeats every five years.

Those with AMS teacher credentials issued prior to July 1, 2013 are exempt from this 50-hour requirement. However, AMS encourages these credential holders to continue their ongoing professional development. AMS believes continuing professional growth is a necessary component of best practice in Montessori teacher development.

Professional Development hours can be submitted directly to the AMS website. Use the Professional Development Submission Form that is found on the AMS website to officially record professional development.

A professional development event may be hosted by a school; a teacher education program; or a regional, national, or international Montessori or other educational group or organization compatible to Montessori philosophy and pedagogy approach, such as, but not limited to:

- In-person or virtual events presented by Montessori organizations at a state, regional or national level
- Montessori webinars through the AMS website
- Webinars offered through other recognized Montessori organizations
- Regionally accredited college/university
- Educational foundation/organization, institute, or association
- National or regional accrediting organization.
- Coursework completed towards earning a credential (for an age level different from credentials already held) at an AMS-, AMI-, or an accredited teacher education program.
- Events may be face-to-face, a live webinar, or a recording of a webinar if written or electronic verification of participation is given.

## Student Services

### Student Conferences

Evaluation conferences will be held with the adult learner throughout the school year with reference to their progress. Special conferences may be requested when necessary.

### Library

DM-TEP has a few copies of all the required and recommended texts for the Early Childhood Credential coursework, which include books on Dr. Montessori as well as her own publications. There are journals, psychology books on Child Development and books by other educators. Library resources are available at DM-TEP in Davis, CA, 1600 Birch Lane, Davis, CA 95618 in an environment conducive to their use. The library is open 8:00 am - 5:00 pm daily, allowing adequate accessibility for adult learners and staff.

Other books and materials are available to be checked out from the Yolo County Public Library library which is in close proximity to the training facility, Mary L. Stephens – Davis Branch Library, 315 E. 14th Street, Davis, CA 95616. Hours of operation are: Monday 12 – 8 p.m., Tues-Thursday 9:30 a.m. – 8 p.m., Friday 9:30 a.m. – 5:30 p.m., Saturday 9:30 a.m. – 5:30 p.m., Sunday 1 – 5:30 p.m.

There are also other teacher resources available to the adult learner DM-TEP. DM-TEP has available equipment for the development of materials such as: paper cutters, photocopier, laminating machine and a computer system with a printer. In addition, DM-TEP has available video equipment, document camera, and projector.

All available library materials are pertinent to the course of study. All supporting materials facilitate the design and development of the required materials that teachers need to carry out the job that they are being prepared for.

### Medical Assistance & Health Care

DM-TEP does not provide medical benefits to students. However, in the case of medical emergencies, students will be referred to the Sutter Davis Hospital 2000 Sutter Pl, Davis, CA 95616. The telephone number is (530) 756-6440.

CommuniCare Health Centers is a Federally Qualified Health Center providing health care centers are found throughout Yolo County. CommuniCare Health Centers provide services such as: Primary Care, Perinatal and Women's Health, LGBTQ+ care, and Behavioral Health.



## Housing

DM-TEP does not provide assistance to find housing for students. This Institute does not have dormitory facilities under its control. Housing is available for rent in the area for the average of approximately \$1500.00 to \$2000.00 a month depending on the residence.

## Placement Assistant

Requests from Montessori schools for Montessori teachers are kept on file at DM-TEP and are fully accessible to the adult learners and graduates. No guarantee for placement is being made. Interview techniques will be discussed as part of the course. Letters of recommendation may be requested.

DRAFT

## Courses, and Tuition & Fee due date

Item				Fee		Due Date
Application fee (non-refundable)				150		6/15/2024
Deposit (non-refundable)				100		6/15/2024
Course	Course ID	units	hours	tuition	CEU fee	Due date
Early Childhood Development, Education & Observation	244CRT274	4	40	\$550	\$210	6/17/2024
Montessori Philosophy & Pedagogy for Early Childhood	244CRT274	4	40	\$550	\$210	6/20/2024
Early Childhood Classroom Leadership	244CRT274	4	40	\$550	\$210	6/27/2024
Practical Life, Sensory Education, Art, music, movement	241CRT270	8	80	\$1110	\$290	7/8/2024
Literacy, Math, Social Studies, Science	244CRT274	12	120	\$1650	\$370	7/22/2024
Student Teaching Practicum *add \$300 if Self-Directed		18	540	\$1000		9/1/2024
Supply Expenses (Albums, books, etc.)				\$500		Estimated cost
Student Tuition Recovery Fund (Non-refundable) Currently \$2.50/\$1,000 *				\$12.5		
MACTE (non-refundable)				\$171		
AMS (non-refundable)				\$240		

\*CEU course fees are due the last day of each course.

# MACTE COMPETENCIES FOR MONTESSORI TEACHER CANDIDATES

Upon Completion of the course, the Montessori Early Childhood candidate for certification will be able to understand:

## 1. Content Knowledge – Understands the theory and content regarding:

Competencies	Main Source of Evidence
A. Montessori Philosophy	Written assignment and exams
B. Human Growth and Development	Written assignments
C. Subject matter for each course level not to exclude Level specific subject matter as outlined below (practical life, language, geometry, etc.) <ul style="list-style-type: none"> <li>○ Cosmic education</li> <li>○ Peace education</li> <li>○ Practical life</li> <li>○ The arts</li> <li>○ Fine and gross motor skills</li> </ul>	Albums Written assignment and exams Lesson write ups Material making
D. Community resources for learning	Albums and written assignments

## 2. Pedagogical Knowledge — Understands the teaching methods and materials used regarding:

Competencies	Main Source of Evidence
A. Correct use of Montessori materials	Supervised practice with materials Oral examinations (blind draw)
B. Scope and sequence of curriculum (spiral curriculum)	Written assignments and exams Essays Class participations
C. The prepared environment	Written assignments Practicum
D. Parent/teacher/family/community partnership	Written assignments Practicum

E. The purpose and methods of observation	Observation Reports, written assignments
F. Planning for instruction	Written assignments
G. Assessment and documentation	Observation Reports
H. Reflective practice	Written assignments Practicum
I. Support and intervention for learning differences	Class discussions
J. Culturally responsive methods	Class discussions and written assignments

3. Practice — Can demonstrate and implement within the classroom:

Competencies	Main Source of Evidence
A. Classroom Leadership	Practicum observation reports & Field Consultant Observation Reports
B. Authentic Assessment	Practicum observation reports & Field Consultant Observation Reports
C. The Montessori philosophy and methods (materials)	Practicum observation reports & Field Consultant Observation Reports. Written assignments and discussions
D. Parent/teacher/family partnership	Practicum observation reports & Field Consultant Observation Reports. Written assignments and discussions
E. Professional responsibilities	Participation & Discussions
F. Innovation and flexibility	Participation & Discussions

# Course of Study

Graduates of this program are qualified to hold a teaching position as a Montessori Teacher in Early Childhood (2 1/2–6 Yrs). However, California Law requires a minimum of 12 credit units of early childhood to be a Lead Teacher in a classroom. These credit units can be obtained at most community colleges.

In California, the state adds the following requirements to qualify a person to teach in a licensed preschool facility including Montessori schools with day care services:

- a. Minimum of 12 credit Units to be a Lead Teacher. Minimum of 6 credit units to work as an assistant teacher.
- b. Course in CPR, First Aid, and Childhood illness (must be taken at a local agency and sometimes offered at daycares)
- c. Background check clearance and TB clearance prior to starting work with children
- d. Up to date Vaccination

## AMS Guidelines for the Teacher Education Program Early Childhood Course

### Coursework Timeline

- Complete Orientation Class.
- Begin Academic Coursework through Summer Intensive Courses; online and then on-campus.
- Student Teaching Practicum and continue monthly coursework online and on-campus.
- After completion of the academic phase, conduct self-evaluations.
- Request for credential.

Prior to beginning the academic phase, adult learners must attend an orientation. The orientation provides an overview of each course component and objectives, the Montessori curriculum areas, and the prepared Environment, an overview of the guidelines to complete Essays, readings, written reports and projects and the grading policy for each course.

## Academic Contact Hours

AMS Early Childhood teacher education courses shall offer an academic phase of at least 300 contact hours distributed between the 3 course components (core, foundational and other). Each of the course components must have a minimum hour standard teaching.

The number of total contact hours depend on each Teacher Certification Program, as long as they fulfill the number of minimum hours required by the AMS. The number of total contact hours for Early Childhood Credential is 320 hours. Supervised practice is also included in the academic contact hours.

## Course Component Descriptions

An overview of the Certification process, guidelines and requirements is also presented to the adult learners

1. **Foundational course components:** Montessori Philosophy/Theory, Observation
2. **Core course components:** Practical Life, Sensorial, Language, Mathematics, Physical and Life Science, Social Studies, Classroom Leadership
3. **Other course components:** Child Development, Art, Music, Movement, Parent Involvement/ Education

## Practicum Teaching

AMS requires a minimum of 540 hours of instructional class time. Each Teacher Certification Program decides the number of total hours of practicum, as long as they fulfill the number of hours required by the AMS.

## Yearlong Project

In class Yearlong Project, work can comprise no more than 16 academic contact hours. (From the AMS Handbook for Teacher Education Program Affiliation)

# Training Program Content and Structure

**Instructional methods:** Lecture, videos, group discussions, written assignments, observation report, presentation, portfolio project

## Early Childhood Development, Education & Observation

**40 hours**

### **Course description:**

This class will provide a critical overview on the theories and stages of early childhood development from birth to age 6 as it relates to the whole child (physical, social, emotional, and cognitive areas) for the purposes of identifying typical and atypical behaviors, and developmental patterns. Recognize important contexts that shape children's development, such as family, childcare, trauma, inequities, bias, and racism. A brief overview of early childhood care and education including historical and cultural perspectives, organization, structure, programming, and evidence-based practices. Identifying effective instructional practices that enhances and meets the individual needs of all children.

This course also covers the appropriate use of assessment and observation strategies to document development of fine and gross motor, cognitive, and social-emotional. Exploration of observational documenting strategies, rating systems, portfolios, and multiple assessment methods to inform, prevent and solve problems in behavior management through the identification and application of appropriate child guidance strategies.

### **Overall Course Objectives:**

- Identify purpose and methods of observation.
- Describe expected developmental processes in the first 6 years of life.
- Analyze child development regarding physical, cognitive, and social-emotional growth
- State developmental and behavioral norms and become familiar with potential recommendations toward early intervention services.
- Recognize how child development impacts children who experience trauma, inequities, bias, and racism.
- Observe young children in order to evaluate, analyze and plan for individual differences.

### **MACTE Competencies**

1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9

### **Required reading, materials and equipment:**

- American Montessori Society, "[The Importance of a Simple Environment.](#)" *Montessori Life*, Spring 2018.
- American Montessori Society, "[Supporting Sensory Sensitive Children in a Sensory-Intensive World](#)". *Montessori Life*, Summer 2017.
- Anti-Defamation League. (2012). *Self & School Checklist*.  
<https://www.adl.org/sites/default/files/creating-an-anti-bias-learning-environment.pdf>
- Anti-Defamation League. (2021). *Self- Assessment Checklist*.  
[https://www.adl.org/sites/default/files/personal-self-assessment-of-anti-bias-behavior-online-version\\_0.pdf](https://www.adl.org/sites/default/files/personal-self-assessment-of-anti-bias-behavior-online-version_0.pdf)
- Clouder, C. *Teaching as Learning in a Steiner Waldorf Setting*.  
[https://www.waldorflibrary.org/images/stories/articles/RB9\\_1clouder.pdf](https://www.waldorflibrary.org/images/stories/articles/RB9_1clouder.pdf)
- Denham, S. (2018). *Keeping SEL Developmental: The Importance of a Developmental Lens for Fostering and Assessing SEL Competencies*.  
<https://casel.s3.us-east-2.amazonaws.com/CASEL-Resources-Keeping-SEL-Developmental.pdf>
- Derman-Sparks, L., Olsen Edwards, J., Goins, C. (2020). (2nd ed.). *Anti-Bias Education for Young Children and Ourselves*. The National Association for the Education of Young Children.
- Edwards, C. P. (2002). Three approaches from Europe: Waldorf, Montessori and Reggio Emilia. *Early Childhood Research and Practice*, 4(1), 2–14.  
<https://files.eric.ed.gov/fulltext/ED464766.pdf>
- Haigh, K. (2009). An approach for all children: Reinterpreting the Reggio Emilia approach in the USA. *Community Playthings*.  
<https://www.communityplaythings.com/resources/articles/2009/reinterpreting-the-reggio-emilia-approach-in-the-usa-an-approach-for-all-children>
- Hammond, Z., (2015). *Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. Corwin.
- Harms, T., Clifford, R.M., Cryer, D. (2005). Early Childhood Environment Rating Scale Revised.  
[https://www.accesscurriculum.com/uploads/2/0/9/8/2098082/ecers\\_dap.pdf](https://www.accesscurriculum.com/uploads/2/0/9/8/2098082/ecers_dap.pdf)
- Helm, J.H., Katz, L.G. (2016). *Young Investigators: The Project Approach*. Teacher College Press, NY.



- International Baccalaureate. (2021). *The IB Primary Years Programme*.  
<https://www.ibo.org/globalassets/new-structure/brochures-and-infographics/pdfs/pyp-programme-brochure-en.pdf>
- Fay, C., Fay, J. *The Rules of Love and Logic*. Love and Logic Institute, Inc.  
[https://cdnsm5-ss16.sharpschool.com/UserFiles/Servers/Server\\_57887/File/Parents/LoveLogicRules.pdf](https://cdnsm5-ss16.sharpschool.com/UserFiles/Servers/Server_57887/File/Parents/LoveLogicRules.pdf)
- Jagers, R.J., Rivers-Drake, D., Borowski, T. (2018). *Equity & Social and Emotional Learning: A Cultural Analysis*.  
<https://drc.casel.org/uploads/sites/3/2019/02/Equity-Social-and-Emotional-Learning-A-Cultural-Analysis.pdf>
- Mc Graw hill, (2006). *The Developing Child Observation Guidebook*.  
[https://glencoe.mheducation.com/sites/dl/free/0078883601/680442/DC\\_ObsGuideBook.pdf](https://glencoe.mheducation.com/sites/dl/free/0078883601/680442/DC_ObsGuideBook.pdf)
- Mooney, C. G. (2000). *Theories of childhood: An introduction to Dewey, Montessori, Erikson, Piaget, & Vygotsky*. St. Paul, MN: Redleaf Press.
- National Association for the Education of Young Children. (2020) *Developmentally Appropriate Practice*.  
[https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/dap-statement\\_0.pdf](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/dap-statement_0.pdf)
- New York University. (2008). *Culturally Responsive Classroom Management Strategies*.  
<https://www.asdn.org/wp-content/uploads/Culturally-Responsive-Classroom-Management-Strat2.pdf>
- Weisman Topal, C., Gandini, L. (1999). *Beautiful Stuff. Learning with found materials*

## Course outline

Present major topics related subtopics and approximate number of hours devoted to each topic.

Session #	Topical Outline	Student Learning Objectives	Approx. Credit Hrs.
<p>1</p> <p>ONLINE June 14 8am-5pm</p>	<p>History and theories of early childhood development.</p> <p>Observing and Assessing Young Children: Guiding, Teaching, and Learning</p> <p><b><u>DUE: Assignment</u></b> Group work — create a mindmap for each of the early childhood theorists.</p> <p><b><u>Readings:</u></b></p> <ul style="list-style-type: none"> <li>· Theories of Childhood, Second Edition: An Introduction to Dewey, Montessori, Erikson, Piaget &amp; Vygotsky</li> <li>· NAEYC Developmentally Appropriate Practice</li> <li>· The Absorbent Mind</li> <li>· The Discovery of the child</li> <li>· The Developing Child Observation Guidebook</li> </ul>	<p>To review early childhood theorists</p> <p>Identify developmental milestones for children in the early years</p>	<p>8</p>
<p>2</p> <p>ONLINE June 17 8am-5pm</p>	<p>Implementing Early Childhood Programs: Applying Theories to Practice</p> <p><b><u>DUE: Presentation assignment:</u></b> Create a slide presentation that compare similarities and differences between Montessori and one of these approaches: Montessori, Reggio Emilia, Waldorf, The Project-Based Approach Head Start, IB PYP</p> <p><b><u>Readings</u></b></p>	<p>To review the historical roots of early childhood programs and the evolution of the professional practices.</p>	<p>8</p>

Session #	Topical Outline	Student Learning Objectives	Approx. Credit Hrs.
	<ul style="list-style-type: none"> <li>- Three approaches from Europe: Waldorf, Montessori and Reggio Emilia</li> <li>- Young Investigators: The Project Approach</li> <li>- An Approach for All Children: Reinterpreting the Reggio Emilia Approach in the USA</li> <li>- Teaching as Learning in a Steiner Waldorf Setting.</li> <li>- The IB Primary Years Programme</li> </ul>		
<p>ONLINE June 18 8am-5pm</p>	<p>Social Emotional Learning</p> <ul style="list-style-type: none"> <li>- Self-Awareness &amp; Self-Regulation</li> <li>- Social Awareness</li> <li>- Relationship Skills</li> <li>- Responsible Decision Making</li> </ul> <p><b><u>DUE: Written assignment:</u></b></p> <ul style="list-style-type: none"> <li>- Child observation #1.</li> <li>- Create a community agreement for their classroom.</li> <li>- Write a parent newsletter explaining Behavior management plan that includes SEL, Montessori, love and Logic, and culturally responsive teaching.</li> </ul> <p><b><u>Readings</u></b></p> <ul style="list-style-type: none"> <li>- Culturally Responsive Teaching &amp; the Brain</li> <li>- Keeping SEL Developmental: The Importance of a Developmental Lens for</li> </ul>	<p>To better support and understand students to acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.</p> <p>To establish authentic, trusting, and collaborative school-family-community.</p>	<p>8</p>

Session #	Topical Outline	Student Learning Objectives	Approx. Credit Hrs.
	Fostering and Assessing SEL Competencies <ul style="list-style-type: none"> <li>- Equity &amp; Social and Emotional Learning: A Cultural Analysis</li> <li>- Love &amp; Logic</li> </ul>		
4  ONLINE 9/28/24 8 am — 5 pm	Infancy/Toddlerhood — students will work in groups to write observation notes based on infant and toddler videos that focuses on the four major domains of development (physical, cognitive, social-emotional, and linguistic).  The Preschool Years – students will work in groups to write observation notes based on 3-6 year-old videos that focus on the four major domains of development (physical, cognitive, social-emotional, and linguistic).  <b>Assignment:</b> <ul style="list-style-type: none"> <li>· Child observation #2.</li> <li>· School Visit #1</li> </ul> <b>Readings:</b> <ul style="list-style-type: none"> <li>- NAEYC Developmentally appropriate practice</li> <li>- The Developing Child Observation Guidebook</li> </ul>	Observe young children objectively, and document observations in effective ways.	8
5 In-Person 1/25/25 8am-5pm	Creating an Inclusive Learning <ul style="list-style-type: none"> <li>- Anti-Bias Learning Environment</li> <li>- Aesthetics and simplicity</li> <li>- Supporting sensory sensitive children</li> </ul> <b>DUE: Presentation assignment:</b> create and present an informational poster that summarizes your	Modify and use observation and assessment strategies to support all children  Describe the various purposes of assessment.	8

Session #	Topical Outline	Student Learning Objectives	Approx. Credit Hrs.
	Montessori Philosophy and Pedagogy Portfolio.  <b>Portfolio DUE (include all reflections, checklists and assessment tools):</b>  Mind maps of early childhood theorists - 3 Child observations - 3 School Visit Observation and reflections - Create and explain classroom design. - Classroom Design - ECERS-R assessment and reflection - Behavior management plan - Reflective essay on creating an inclusive learning environment		
<b>TOTAL CREDIT HOURS</b>			<b>40</b>
<b>PROPOSED UNITS</b>			<b>3</b>

**Grading criteria:**

Students are expected to attend all classes, participate actively, and submit all assignments. Each assignment includes instructions that describe the standards and expectations. Comments will be given on each assignment, and it will be made clear whether the standards are met. Students may redo assignments that have not been satisfactorily met, although they must be resubmitted by the final date of the course to avoid an incomplete. The Portfolio assignment may not be rewritten.

Portfolio 50%

This is a culminating project, and requires quite a bit of both reflection and time to complete. In consideration of that, there are several sections of the portfolio that are due in draft form earlier assignments. They are not graded, and will be evaluated only when they are in the completed in the Portfolio

Class participation                      10%

Participation will reflect attendance, punctuality to class and contributions to class discussions and activities. Punctuality with assignments. Willingness to contribute to class exercises.

Poster Presentation                      20%

Specific instructions and a rubric will be provided in class.

Reading reflection                      10%

Daily reading reflection due on each day of class; 5 reflections total. Approximately 250-300 words per reflection.

Quizzes                                      10%

Daily quizzes will be given at the end of day; 5 quizzes total..

# Montessori Pedagogy and Philosophy in Early Childhood

**40 hours**

## Course description:

This class focuses on examining and compares Child Development theory and early childhood education from birth to age 6 and. As such, it also includes the historical review of the development of the Montessori Method; foundations and key concepts and principles of the method providing a philosophical framework; and universal classroom design of learning through the Prepared environment. It introduces culturally responsive teaching by communicating with awareness and knowledge of cultural differences and attempting to accommodate those differences. This involves respect and an understanding that socio-cultural issues such as diversity, special needs, and the family and community can influence health, child development, and behaviors.

**Overall Course Objectives:** What major concepts will participants *know*, and what will they be able to *do/demonstrate*, at the conclusion of the course?

- historical review of the development of the Montessori Method
- foundations and key concepts and principles of the method providing a philosophical framework
- design of the Prepared environment with equity in mind
- culturally responsive interaction and communication techniques
- classroom management through integrated, multi-disciplinary curriculum

## Required reading, materials and equipment:

American Montessori Society. (2017). *Characteristics of a Montessori Early Childhood Program*. <https://amshq.org/-/media/Files/AMSHQ/Research/Special-Publications/Characteristics-of-a-Montessori-Elementary-Program.ashx?la=en&hash=AB8D3776251AC5B4CE7A9E9BE01FB80078BB2DF5>

Bisson, J. (n.d.). *Overview of the Development of Ethnic, Gender, Disability, and Class Identity and Attitudes in Children and Youth*. [https://www.teachingforchange.org/wp-content/uploads/2012/08/ec\\_overviewofthedevelopment\\_english.pdf](https://www.teachingforchange.org/wp-content/uploads/2012/08/ec_overviewofthedevelopment_english.pdf)

Derman-Sparks, L., & Edwards, J. O. (2019). *Anti-Bias education for young children and ourselves*. National Association for the Education of Young Children.

Mckenzie, G. K., Zascavage, V. S., Rigaud, V. M., Dahlmeier, C., & Le, M. (2021). *The inclusive classroom : creating a cherished experience through Montessori*. Rowman & Littlefield.

Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin.

IRIS Center. (n.d.). Star Legacy Modules. Universal design for learning: Creating a learning environment that challenges and engages all students. Retrieved September 12, 2011 from <http://iris.peabody.vanderbilt.edu/udl/chalcycle.htm>

Montessori, M, (1914) Dr Maria's Own Handbook. Frederick Stokes Company

Montessori, M., & George, A.E. (1912). The Montessori Method, Frederick A Stokes Company

Montessori, Maria. Education and Peace. Montessori-Pierson (Print or Kindle Edition) / Clio.

Sackett, Ginni. Classroom Management: The Art of Normalization. AMI/USA.

## Course outline

Present major topics related subtopics and approximate number of hours devoted to each topic.

Session #	Topical Outline	Student Learning Objectives	Approx. Credit Hrs.
1 6/25/2024 8:00am- - 5:00pm	<p>History of Montessori What is Montessori education? Key elements of the Montessori approach</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>· <u>The Montessori Method</u>,</li> <li>· <u>Dr Maria's Own Handbook</u></li> <li>· <u>The Inclusive Classroom: Creating A Cherished Experience Through Montessori</u></li> <li>· <u>Characteristics of a Montessori Early Childhood Program</u></li> </ul> <p><b>DUE: Written assignment:</b> Explains the Montessori Triad as it relates to universal design of learning.</p>	<p>Historical review of the development of the Montessori Method</p> <p>Foundations and key concepts and principles of the method providing a philosophical framework</p>	8



<p>2</p> <p>6/26/2024 ONLINE</p> <p>8:00am- - 5:00pm</p>	<p>The Montessori Environment</p> <ul style="list-style-type: none"> <li>· Prepared Environment</li> <li>· Montessori Materials</li> <li>· Process of Normalization</li> <li>· Human Tendencies</li> </ul> <p>Child Observation</p> <ul style="list-style-type: none"> <li>· Normalization</li> </ul> <p>Identity development</p> <p><b><u>DUE: Written assignment:</u></b> Describe classroom culture and climate, classroom Management and “Normalization”</p> <p><b><u>Readings:</u></b></p> <ul style="list-style-type: none"> <li>· <a href="#">Overview of the Development of Ethnic, Gender, Disability, and Class Identity and Attitudes in Children and Youth</a></li> <li>· Ginni Sackett: <a href="#">Classroom Management, The Art of Normalization</a></li> </ul>	<p>design of the Prepared environment with equity in mind</p> <p>Overview of Montessori's principles and ideas particularly as they relate to equity and justice</p> <p>Montessori's view of the child, the rights of the child and the place of children in society</p> <p>Emphasis on Montessori's concept of the child from 2 1/2 to 6 including identity development and identity validation using culturally responsive methods</p>	<p>8</p>
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<p>3</p> <p>6/27/2024 ONLINE</p> <p>8:00am- - 5:00pm</p>	<ul style="list-style-type: none"> <li>· Culturally responsive teaching</li> <li>· Multicultural education</li> <li>· Social Justice Education</li> <li>· Education and Peace</li> <li>· Culturally sustaining pedagogy</li> <li>· Creating an Anti-racist environment</li> <li>· Creating an Anti-Bias environment</li> </ul> <p><b>DUE: Presentation assignment:</b> 20 slides, 20 minutes. Use slides to create a presentation on the ABAR in a Montessori classroom</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>· <a href="#">Education and Peace</a></li> <li>· Culturally Responsive Teaching and the brain</li> <li>· The Anti-Racist Kids: A book about Identity, Justice, and Activism</li> <li>· <a href="#">Anti-Bias Education for young children and ourselves</a></li> </ul>	<p>Scientific analysis of how to nurture and assist the unfolding of the human personality with respect to diverse cultures and awareness of anti-biased and anti-racist lens.</p> <p>Positive communication with emphasis on personal development and in consideration of anti-biased antiracist language.</p> <p>Adult anti-biased antiracist practices based on Montessori's view of the child</p>	<p>8</p>
<p>4</p> <p>6/28/2024 ONLINE</p> <p>8:00am- - 5:00pm</p>	<ul style="list-style-type: none"> <li>· Observation <ul style="list-style-type: none"> <li>o How to observe</li> <li>o Recording observation</li> <li>o Reflecting, analyzing, and assessing</li> </ul> </li> <li>· Following the child</li> <li>· Multi-sensory approach</li> <li>· Multi-age grouping</li> <li>· Child-centered</li> </ul> <p><b>Assignment:</b> Create a tri-fold brochure explaining the Montessori philosophy. Child observation notes</p>	<p>Describe physical, cognitive, and social developmental milestones and identify sources of growth and change</p> <p>Understand the relationships between biological and environmental factors in development</p>	<p>8</p>

<p>5 2/22/2025</p> <p>In-person-</p> <p>8:00am- - 5:00pm</p>	<p>Final Examination create and present an informational poster that summarizes your Montessori Philosophy and Pedagogy Portfolio.</p> <p><b>Montessori Philosophy &amp; Pedagogy Portfolio</b></p> <ul style="list-style-type: none"> <li>· Personal narrative: Why are you pursuing a Montessori Credential</li> <li>· Biography of Maria Montessori</li> <li>· Montessori Philosophy brochure</li> <li>· Montessori Triad</li> <li>· Book Summary: Secret of Childhood, To Educate the Human Potential</li> <li>· ABAR in the Montessori Classroom presentation</li> </ul> <p>Summary Classroom Management and Normalization</p>	<p>To provide an opportunity to share with and learn from classmates.</p> <p>To practice oral speaking skills</p> <p>To receive constructive feedback from classmates</p>	<p>8</p>
		<p><b>TOTAL CREDIT HOURS</b></p>	<p><b>40</b></p>
		<p><b>PROPOSED UNITS</b></p>	<p><b>3</b></p>

**Grading criteria:** How will you assess students' mastery of the course objectives? Some formal, written evaluation is required. Provide percentages for each element. Participation cannot count for more than 10 percent of the grade.

Students are expected to attend all classes, participate actively, and submit all assignments. Each assignment includes instructions that describe the standards and expectations. Comments will be given on each assignment, and it will be made clear whether the standards are met. Students may redo assignments that have not been satisfactory met, although they must be resubmitted by the final date of the course to avoid an incomplete. The Portfolio assignment may not be rewritten.

Montessori Philosophy & Pedagogy Portfolio 50%

- o This is a culminating project, and requires quite a bit of both reflection and time to complete. In consideration of that, there are several sections of the portfolio that are due in draft form earlier assignments. They are not graded, and will be evaluated only when they are in the completed in the Portfolio.

- Class participation 10%
  - o Participation will reflect attendance, punctuality to class and contributions to class discussions and activities. Punctuality with assignments. Willingness to contribute to class exercises.
- Poster Presentation 20%
  - o Specific instructions and a rubric will be provided in class.
- Reading reflection 10%
  - o Daily reading reflection due on each day of class; 5 reflections total. Approximately 250-300 words per reflection.
- Quizzes 10%
  - o Daily quizzes will be given at the end of day; 5 quizzes total.

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# Early Childhood Classroom Leadership

**40 hours**

## Course description:

This class is a broad overview of classroom leadership and management through an equity lens. It includes research, theories, and applications in practice, in view of creating and sustaining positive and inclusive learning environments for all students. Tools to foster a nurturing environment that is physically and psychologically supportive of learning. Studying the development of interpersonal and communication skills, management skills, and supervision. Including, the examination of developmental, historical, and socio-cultural factors has on community partnerships has on a student. The processes of socialization and identity development will be highlighted, showing the importance of respectful, reciprocal relationships that support and empower diverse families. Students will learn not only to develop positive relationships with others but also to facilitate the development of positive interpersonal relationships with students, families, and school.

**Overall Course Objectives:** What major concepts will participants *know*, and what will they be able to *do/demonstrate*, at the conclusion of the course?

- Create and sustain positive and inclusive learning environments for all students.
- Examine classroom leadership through an equity lens to consider how students of different racial, cultural, linguistic, and economic backgrounds may experience the conditions we create for teaching and learning.
- Facilitate the development of positive interpersonal relationships with students, families, and school

## MACTE Competencies

1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3,

**Required reading, materials and equipment:** List full citation including title, author, publisher location & name (or journal name), date of publication, and number of pages of required reading for each citation. If required reading includes a course reader, please provide a representation of 4-5 current articles that reflect credible reference information. *For non-published materials, samples must be provided.*

Anderson, M. (2015). *The first six weeks of school*. Center For Responsive Schools Inc.

Bisson, J. (n.d.). *Overview of the Development of Ethnic, Gender, Disability, and Class Identity and Attitudes in Children and Youth*.

[https://www.teachingforchange.org/wp-content/uploads/2012/08/ec\\_overviewofthedevelopment\\_english.pdf](https://www.teachingforchange.org/wp-content/uploads/2012/08/ec_overviewofthedevelopment_english.pdf)

- Brady, K., Forton, M. B., & Porter, D. (2015). *Rules in school : Teaching discipline in the responsive classroom*. Center For Responsive Schools.
- Canella, G. S. (2008). *Deconstructing early childhood education : social justice and revolution* (pp. 91–136). Peter Lang.
- Cofie, J. (2021). *Strengthening the Parent-Teacher Partnership*. Center for Responsive Schools, Inc.
- Denton, P. (2015). *The power of our words : teacher language that helps children learn* (pp. 145–168). Center For Responsive Schools, Inc.
- Derman-Sparks, L., & Edwards, J. O. (2019). *Anti-Bias education for young children and ourselves*. National Association for the Education of Young Children.
- Derman-Sparks, L., Leekeenan, D., & Nimmo, J. (2015). *Leading anti-bias early childhood programs : a guide for change*. Teachers College Press ; Washington, Dc.
- Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin.
- Hawthorne, B. (2022). *Raising Antiracist Children*. Simon and Schuster.
- Jewell, T. (2020). *This Book Is Anti-Racist : 20 Lessons on How to Wake up, Take Action, and Do the Work*. Quarto Publishing plc.
- Jewell, T. (2022). *Antiracist kid: A book about identity, justice, and activism*. Versify.
- Katz, L. G., & Helm, J. H. (2016). *Young investigators : the project approach in the early years* (pp. 1–11, 73–96). Teachers College Press.
- Kendi, I. X. (2020). *Antiracist Baby*. Kokila.
- Learning for Justice. (2022). Social Justice Standards: The Learning for Justice Anti-Bias Framework. In *Learning for Justice*. Southern Poverty Law Center.  
<https://www.learningforjustice.org/sites/default/files/2022-09/LFJ-Social-Justice-Standards-September-2022-09292022.pdf>
- Madison, M. (2022). *Being you: A first conversation about gender*. Rise X Penguin Workshop.
- Mckenzie, G. K., Zascavage, V. S., Rigaud, V. M., Dahlmeier, C., & Le, M. (2021). *The inclusive classroom : creating a cherished experience through Montessori*. Rowman & Littlefield.
- McTighe, J., & Willis, J. (2019). *Upgrade your teaching : understanding by design meets neuroscience* (pp. 3–43, 138–155). Ascd.

Miller, C. (2023). *What is neurodiversity?* Child Mind Institute; Child Mind Institute.  
<https://childmind.org/article/what-is-neurodiversity/>

Pollyanna. (2019). *K-8 racial literacy curriculum*. Pollyanna; Pollyanna, Inc.  
<https://pollyannainc.org/k-8-curriculum/>

Roser, Susan Lattanzi. (2016). *80 morning meeting ideas : for grades K-2*. Center For Responsive Schools, Inc.

Shirley, D., & MacDonald, E. A. (2016). *The mindful teacher* (pp. 27–35, 73–85). Teachers College Press.

Solomon, J. (2016, July). *Gender identity and expression in the early childhood classroom: Influences on development within sociocultural contexts*. NAEYC; National Association for the Education of Young.  
<https://www.naeyc.org/resources/pubs/yc/jul2016/gender-identity>

Session #	Topical Outline	Student Learning Objectives	Approx. Credit Hrs.
1 ONLINE  6/13/2024	Reflection on ourselves as educators and what  Introduction to Anti-Bias Education Introduction to Anti-Racism in education  <b><u>DUE: Written assignment:</u></b> Rationale of Anti-Bias and Anti-Racist education  Readings: <ul style="list-style-type: none"> <li>· Anti-Bias Framework</li> <li>· Anti-Bias Education for Young Children and Ourselves</li> <li>· This book is anti-racist</li> <li>· Anti-Racist Baby</li> <li>· Raising Antiracist Children: A Practical Parenting Guide</li> </ul>	Preparation of the culturally responsive environment  Preparing the adult-Identity development and unpacking biases.  Preparation and analyzing learning activities and curriculum as it pertains to the four goals of Anti Bias Education	8

<p>2 ONLINE 06/14/2024</p>	<p>Classroom culture</p> <p>Establishing and leading a positive and inclusive learning environment</p> <ul style="list-style-type: none"> <li>· Racial Literacy</li> <li>· Gender Spectrum</li> <li>· Neurodiversity</li> <li>· English Language Learners</li> </ul> <p>Discipline with social-emotional well-being, and cultural differences in mind</p> <p>Intrinsic motivation vs extrinsic motivation</p> <p>Positive Behavior Support</p> <p><b><u>DUE: Written assignment:</u></b> 2 parent newsletters based on ABAR topics Classroom Rules and Procedures</p>	<p>Support strategies for all students</p> <p>Developing the knowledge base for stages of children's development</p> <p>Application and implementation of strategies for guiding children's social and emotional behavior</p>	<p>8</p>
<p>3 ONLINE 08/31/24</p>	<p>Understanding families and family diversity</p> <p>Strategies for Engaging, Supporting and sustaining families</p> <ul style="list-style-type: none"> <li>· School, Family and community partnerships</li> <li>· Effective communication</li> <li>· Funds of Knowledge</li> <li>· Parent education</li> </ul> <p>Readings Strengthening the Parent-Teacher Partnership</p> <p><b><u>DUE: assignment:</u></b> Write a newsletter explaining the importance of school-home relationship. Identify ways for families to volunteer and/ or contribute their funds of knowledge into the curriculum.</p>	<p>Preparing the child &amp; families by using social emotional learning to advocate, educate, and the child and their families</p> <p>Identify and apply strategies to maintain positive, collaborative relationships with diverse families</p> <p>Explain the importance of family involvement/ home-school relationships in education</p> <p>Cultivate culturally sensitive methods in working with families Awareness of diversity, equity and inclusion</p>	<p>8</p>



		within the family and school community.	
4 ONLINE 10/26/24	<p>Preparation for Learning</p> <p>Establish practices and routines to facilitate learning in a diverse classroom</p> <p>Strategize to minimize disruptive behavior</p> <p>Increase motivation in learning</p> <p>Planning for the first 6 weeks of school. Back to school night slides</p> <p><b>Assignment:</b> Back to school slides Daily schedule Planning document for the first 6 weeks of school.</p> <p>Reading: The First Six Weeks of School</p>	<p>Using positive teacher language to establish high academic and behavioral expectations</p> <p>Getting students excited about schoolwork by offering engaging academics</p> <p>Teaching the classroom and academic routines that enable a collaborative learning community to thrive.</p>	8
5 In-Person 04/26/2025	<p>Resources, services, and referral systems</p> <ol style="list-style-type: none"> <li>1. Housing and food insecurity</li> <li>2. Trauma</li> <li>3. Abuse</li> <li>4. Foster care/child welfare</li> <li>5. Incarceration</li> <li>6. Medically Fragile</li> </ol> <p>Mandated reporter</p> <p>Poster presentation on Classroom</p> <p><b><u>DUE: Poster Presentation assignment: Classroom Leadership portfolio</u></b></p> <ul style="list-style-type: none"> <li>· Teaching Philosophy</li> </ul>	<p>Describe contemporary social issues and their effects on families and children</p> <p>Identify community resources to support children and their families.</p>	8

	<ul style="list-style-type: none"> <li>· Back to school night slides</li> <li>· First 6 weeks of school planning</li> <li>· Daily Schedule</li> <li>· SIOP Lesson Plan</li> <li>· Rationale of Anti-Bias and Anti-Racist education</li> <li>· 2 parent newsletters based on ABAR topics</li> <li>· Parent newsletter on Home-School connection.</li> </ul>		
TOTAL CREDIT HOURS			40
PROPOSED UNITS			3

**Grading criteria:** Students are expected to attend all classes, participate actively, and submit all assignments. Each assignment includes instructions that describe the standards and expectations. Comments will be given on each assignment, and it will be made clear whether the standards are met. Students may redo assignments that have not been satisfactorily met, although they must be resubmitted by the final date of the course to avoid an incomplete. The Portfolio assignment may not be rewritten.

- Classroom Leadership Portfolio 50%
  - o This is a culminating project, and requires quite a bit of both reflection and time to complete. In consideration of that, there are several sections of the portfolio that are due in draft form earlier assignments. They are not graded, and will be evaluated only when they are completed in the Portfolio.
- Class participation 10%
  - o Participation will reflect attendance, punctuality to class and contributions to class discussions and activities. Punctuality with assignments. Willingness to contribute to class exercises.
- Poster Presentation 20%
  - o Specific instructions and a rubric will be provided in class.
- Reading reflection 10%
  - o Daily reading reflection due on each day of class; 5 reflections total. Approximately 250-300 words per reflection.

- Quizzes 10%
  - o Daily quizzes will be given at the end of day; 5 quizzes total..

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# Early Childhood Core Curriculum

To complete Core Curriculum courses, adult learners will submit collaborative albums which include supervised practice with materials, discussion participation, individual lesson write-ups, written assignments, rationale papers for each course, and final exams.

## Montessori Early Childhood Curriculum I: Practical Life, Sensory Education, Art, Music, and Movement

**80 hours**

### **Course description:**

This class focuses on two core Montessori curriculum: practical life and sensory education. In addition, the class will focus on co-curricular activities: art, music, and movement. Practical life course will include philosophy, rationale and developmental aims of this core curriculum component. Practical life curriculum includes how to create a classroom culture of respect, kindness, and responsibility by establishing ground rules to aid lessons on grace and courtesy; reinforcing growth mindset and mindfulness activities that foster care of self, others, and the environment. In addition, culturally responsive and relevant materials, and lessons for self-care (food preparation, health, hygiene and nutrition), gross and fine motor skills, care of the environment are embedded in the practical curriculum. Practical Life curriculum supports development of executive functioning skills by providing activities that focuses on strength and refinement of fine motor gross motor skills while increasing coordination, concentration, confidence and independence.

Visual Arts an extension of practical life activities. Art is a co-curricular course that will explore a variety of art mediums, basic art skills development as it relates to Practical Life skills, learning the history of art and artists from diverse backgrounds, and how art is used as a vehicle in expressing liberation.

Sensory education will include rationale and developmental aims of this core curriculum component as it relates to the foundation of mathematical thinking: sorting, organizing, classifying, and seriating. This course will also take into consideration the diverse and culturally rich, relevant, and authentic sensory experiences and activities that are both found in nature and within a cultural context. Harnessing the child's absorbent mind by using concrete materials and experiences that develops the sensory acuity in visual, muscular/tactile, olfactory, gustatory and auditory enables the child to make sense of the world. Adult Learners will understand that a multi-sensory approach to education will benefit all types of learning styles. Adult Learners will learn how to design and implement multi-sensory curriculum into their classroom environment.

Music and movement course is an extension of sensory education as it continues to develop acuity of the senses. Music and movement fine tune the coordination of the brain and body. This

course will include music appreciation through learning concepts of rhythmic, singing, and instrumental skills. Music and movement will be used as a creative avenue of learning the history for performing artists from diverse backgrounds and expressing liberation.

**Overall Course Objectives:** What major concepts will participants *know*, and what will they be able to *do/demonstrate*, at the conclusion of the course?

- Describe the purpose and psychological importance of practical life, sensory education, art, music and movement for the young child.
- Demonstrate each sensorial and practical life activity successfully.
- Create a collection of art, music and movement activities.
- Explain the aims and rationale for each activity, including knowledge of scope and sequence.
- Relate the developmental level of the child to each piece of learning material.
- Explain how the practical life and sensory exercises are related to other areas of the classroom.

**MACTE Competencies:**

3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8

**Required reading:**

*A Guide to Executive Function - Center on the Developing Child at Harvard University.* (2018).  
Center on the Developing Child at Harvard University.

<https://developingchild.harvard.edu/guide/a-guide-to-executive-function/>

*Art in the Montessori Environment - Ideas & Insights Articles - Montessori Services.* (n.d.).  
Www.montessoriservices.com. Retrieved June 24, 2023, from

<https://www.montessoriservices.com/ideas-insights/art-in-the-montessori-environment#:~:text=Art%2C%20along%20with%20all%20areas>

Harris, M. (2022a). *How to Confidently Bring Music and Movement into the Montessori Classroom: Master Your First Song.* Amshq.org.

<https://amshq.org/Blog/2022-10-19-Music-and-Movement-in-Montessori-Classroom>

Harris, M. (2022b). *How to Confidently Bring Music and Movement into the Montessori Classroom: Rhythm and Beat.* Amshq.org.

<https://amshq.org/Blog/2022-12-09-Confidently-Bring-Music-and-Movement-into-Montessori-Classrooms-Rhythm-and-Beat>

Harris, M. (2023). *How to Confidently Bring Music and Movement into the Montessori Classroom: Do You Know Your Do, Re, Mi?* Amshq.org.

<https://amshq.org/Blog/2023-03-24-How-to-Confidently-Bring-Music-into-the-Classroom-Do-Re-Mi>

Kong, E. (1999). *The great clay adventure : creative handbuilding for young artists*. Davis Publications.

Lella Gandini, Hill, L., Louise Boyd Cadwell, & Schwall, C. (2015). *In the spirit of the studio: learning from the atelier of Reggio Emilia*. Teachers College.

Montessori, M, (1914) Dr Maria's Own Handbook. Frederick Stokes Company

Montessori, M., & George, A.E. (1912). The Montessori Method, Frederick A Stokes Company

Montessori, Maria. *The Montessori Approach to Music*. Montessori-Pierson (Print or Kindle Edition) / Clio

Susan Mayclin Stephenson, & Michael Olaf Company. (2018). *Montessori and mindfulness : adaptation of the 2017 presentation at the AMI International Congress in Prague, Czech Republic*. Michael Olaf Co Montessori Publishers.

*Yoga & Mindfulness in the Montessori Classroom: Guiding Children to Understand Emotions, Reflect, and Relax*. (n.d.). Amshq.org. Retrieved June 24, 2023, from <https://amshq.org/Blog/2022-06-15-Yoga-and-mindfulness-in-a-Montessori-classroom>

### **Course Outline**

Present major topics related subtopics and approximate number of hours devoted to each topic.

Session #	Topical Outline	Student Learning Objectives	Approx. Credit Hrs.
1 6/24/2024	Introduction to Practical Life Responsibility of the adult · Preparation of self, the environment, daily preparation Presentations Material Design Characteristics of Practical Life Materials Routines and expectations for Practical Life- preliminary exercises  <b>Readings:</b> · <u>The Montessori Method</u> , Chapters 6-9	Demonstrate competency in the design, implementation, and assessment of appropriate, integrated Montessori materials and experiences in Practical Life  Understand the links between practical life and other curriculum areas	8

2 6/25/2024	<p>Fine Motor Gross Motor- Care of the environment- Design Practical Life units</p> <p><b>Readings:</b> A Guide to Executive Function Read 1 article from each step</p>	Demonstrates knowledge of fine and gross motor skills.	8
3 6/26/2024	<p>Care of self Food Prep Grace and courtesy Mindfulness Design Practical Life units</p> <p><b>Readings:</b> <i>Montessori and mindfulness</i> Yoga &amp; Mindfulness in the Montessori Classroom Understand how to create curriculum that is responsive to children with various interests, needs, and abilities.</p>	Build on the use of foundational knowledge of child development in instructional planning	8
4 6/27/2024	<p>Art Education Art skills Art History Art in children's literature</p>	Demonstrates the knowledge of the arts	8
5 6/28/2024	<p>Practical Life &amp; Art Album Presentation</p>	Demonstrate proficiency in apply Montessori principles in the context of curriculum, activity, and lesson presentations	8

<p>6 7/1/2024</p>	<p>Introduction Visual Tactile Form Sensorial Lesson Plans</p> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>· The Discovery of the Child Pages 106-148</li> <li>· The Montessori Method Pages 168-184</li> <li>· Tomorrow's Child Magazine "The Sensorial Experience"</li> </ul>	<p>Demonstrate competency in the design, implementation, and assessment of appropriate, integrated Montessori materials and experiences in Sensory Motor</p> <p>Understand the links between sensory motor and other curriculum areas</p>	<p>8</p>
<p>7 7/2/2024</p>	<p>Auditory Gustatory Olfactory Sensorial Lesson Plans</p>	<p>Demonstrate competency in the design, implementation, and assessment of appropriate, integrated Montessori materials and experiences in Sensory Motor</p> <p>Understand the links between sensory motor and other curriculum areas</p>	<p>8</p>
<p>8 7/3/2024</p>	<p>Music &amp; Movement Yoga, dance, PE Brain Gym Mindfulness</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>· <i>How to Confidently Bring Music and Movement into the Montessori Classroom</i></li> <li>· <i>Guiding Children to Understand Emotions, Reflect, and Relax</i></li> </ul>	<p>Demonstrates knowledge of gross motor skills.</p> <p>Develop strategies to design environment and materials that meet the diverse needs of young children</p>	<p>8</p>



9 July 18	Learning Differences OT, PT, SpL, Sensory Integration  Sensory Motor extension and material design	Develop strategies to design environment and materials that meet the diverse needs of young children  Understand how to create curriculum that is responsive to children with various interests, needs, and abilities	8
10 July 19	Practice, present, feedback,	Demonstrate proficiency in apply Montessori principles in the context of curriculum, activity, and lesson presentations	8
<b>TOTAL CREDIT HOURS</b>			<b>80</b>
<b>PROPOSED UNITS</b>			<b>3</b>

<b>Learning Activity</b>	<b>In Classroom Hours</b>	<b>Out of Classroom Hours</b>	<b>Total Hours</b>
Lecture Group discussions Supervised presentation practice Design Practical Life units Reflection/ Feedback  <b><u>DUE: Written assignment:</u></b> Practical Life fine motor lessons Food prep lesson plan Mindfulness lesson Art unit	40	10 hours	50

Lecture Group discussions Supervised presentation practice Design Practical Life units Reflection/ Feedback	40	10 hours	50
<b><u>DUE: Written assignment:</u></b> Sensory Motor lessons Music & movement activities PE games			

**FINAL PROJECT: Teaching Albums:**

These albums are culminating projects and require quite a bit of both reflection and time to complete. In consideration of that, there are several sections of the albums that are due in draft form from earlier assignments. They are not graded and will be evaluated only when they are completed in the Album. Each album must contain:

- Rationale for each curriculum area (2-3 pages)
- Tabulation divided into appropriate sections
- Picture on left, write-up on the right. Each new write-up begins on a new page.
- Name of student and album on spine.
- Each individual presentation must be pictured. Pictures must be labeled (such as Exercise I or final product etc.) and show the appropriate sequence of the presentation
- Title page with student's name, address and phone number and training center's name address, Phone number and year

**Evaluation**

Mode of grading: (check one)       Letter grade      Passed/not passed  
P/NP Justification required. (P/NP) justification:

**Grading criteria:**

Students are expected to attend all classes, participate actively, and submit all assignments. Each assignment includes instructions that describe the standards and expectations. Comments will be given on each assignment, and it will be made clear whether the standards are met. Students may redo assignments that have not been satisfactorily met, although they must be resubmitted by the final date of the course to avoid an incomplete. The Portfolio assignment may not be rewritten.

- Practical Life Album                      25%
- Sensorial Album                            25%
  - o This is a culminating project, and requires quite a bit of both reflection and time to complete. In consideration of that, there are several sections of the

portfolio that are due in draft form earlier assignments. They are not graded, and will be evaluated only when they are completed in the Portfolio.

- Class participation 10%
  - o Participation will reflect attendance, punctuality to class and contributions to class discussions and activities. Punctuality with assignments. Willingness to contribute to class exercises.
- Practical life Presentation 15%
- Sensorial Presentation 15%
  - o Specific instructions and a rubric will be provided in class.
- Reading reflection 10%
  - o Daily reading reflection due on each day of class; 5 reflections total. Approximately 250-300 words per reflection.

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# Montessori Early Childhood Curriculum II: Literacy, Math, Social Studies, Science

## Course description:

Adult learners will learn about the development of how children learn to read and write and how it relates to the scope and sequence of materials and lessons in receptive and expressive language. Adult learners will learn about the visual and auditory perceptual experiences that are embedded in phonics, word analysis, vocabulary development, and storytelling. Adult learners will learn about the different aspects of writing: penmanship, spelling development, functions of words (grammar), and writer's workshop model as a form of freedom for creative self-expression. Adult learners will learn about the different aspects of reading, such as: the science of reading, using a critical literacy lens approach in children's literature, and supporting English Language Learners. In addition, adult learners will take into consideration culturally responsive language exploration through oral language enrichment that is connected to diverse cultures, such as sharing cultural knowledge and heritage.

Adult learners will develop an awareness of diverse mathematical perspectives and attention to bias in mathematical presentations and understand the diverse cultural contribution to mathematics. Adult learners will also learn about the scope and sequence of materials and lessons for skill development, materials and lessons in developing number sense through counting and cardinality, operations and algebraic thinking, number and operations in base ten, measurement and data, geometry, whole and fractional numbers, time, and money.

Social Studies course will include the philosophy and rationale of Maria Montessori's Cosmic Education. Cosmic education tells the stories about the interconnectedness of all things. It provides a comprehensive, holistic, and purposeful framework to understanding our place within the context of the universe. It provides the perspective, as well as the push and pull factors of how the past directly correlates to the present day. Cosmic Education encompasses awareness, respect, and gratitude of the interdependence of all things that begins with refining our sensory motors with nature. The refinement of the senses supports the processing and understanding of the interconnected between history, culture, science, and the environment. Maria Montessori believed Cosmic Education was a vehicle to restore harmony and order and thus allow humankind to realize and to develop towards their full human potential.

Science course will include the philosophy and rationale that includes a global perspective. Adult learners will learn about materials and lessons in biology (botany and zoology), and the four disciplinary core ideas of science (physical sciences, life sciences, earth and space sciences, and engineering, technology, and applications of science).

**Overall Course Objectives:** What major concepts will participants *know*, and what will they be able to *do/demonstrate*, at the conclusion of the course?

- Describe the purpose and importance of language & literacy, math, social studies, and science for the young child.
- Demonstrate each learning activity successfully.
- Create a collection of inquiry units
- Explain the aims and rationale for each activity, including knowledge of scope and sequence.
- Relate the developmental level of the child to each piece of learning material.

**Required reading, materials and equipment:** List full citation including title, author, publisher location & name (or journal name), date of publication, and number of pages of required reading for each citation. If required reading includes a course reader, please provide a representation of 4-5 current articles that reflect credible reference information. *For non-published materials, samples **must** be provided.*

California Department of Education . (2012). *Preschool Learning Foundations Volume 3*. In *California Department of Education* . Department of Education.  
<https://www.cde.ca.gov/sp/cd/re/documents/preschoolfoundationsvol3.pdf>

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Brunold-Conesa, C. (2021, November 22). *The Mathematical Mind in the First Plane of Development: Montessori's Human Tendencies and Self-Construction*. Amshq.org; Montessori Life.  
[https://amshq.org/Blog/2021\\_11\\_10-The-Mathematical-Mind-in-the-First-Plane-of-Development](https://amshq.org/Blog/2021_11_10-The-Mathematical-Mind-in-the-First-Plane-of-Development)

California Department of Education. (2008). *Preschool Learning Foundations Volume 1 Social-Emotional Development Language and Literacy English-Language Development Mathematics*. In *California Department of Education* . California Department of Education . <https://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>

California Department of Education. (2013). *California Common Core State Standards English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*.  
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Carpenter, T. P., Fennema, E., Megan Loef Franke, Levi, L., & Empson, S. B. (2015). *Children's mathematics : cognitively guided instruction*. Heinemann.

Graves, D. H. (1994). *A fresh look at writing*. Heinemann ; Toronto, Ont.

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Laski, E. V., Jor'dan, J. R., Daoust, C., & Murray, A. K. (2015). What Makes Mathematics Manipulatives Effective? Lessons From Cognitive Science and Montessori Education. *SAGE Open*, 5(2), 215824401558958. <https://doi.org/10.1177/2158244015589588>

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Rodriguez, Noreen N. (2021). *Social studies for a better world: An anti-oppressive approach for elementary educators*. W W Norton.

Sisk-Hilton, S., & Meier, D. R. (2017). *Narrative inquiry in early childhood and elementary school: learning to teach, teaching well*. Routledge, Taylor & Francis Group.

Souto-Manning, M., & Yoon, H. S. (2018). *Rethinking early literacies : reading and rewriting worlds*. Routledge.

### Course Outline

Session #	Topical Outline	Student Learning Objectives	Approx. Credit Hrs.
1 July 9, 2024	Numeration 1-10 Preparation within the Montessori Environment Mathematical concepts Logico Mathematical Concepts  Practice & Present Montessori Materials  <b>Reading:</b> <ul style="list-style-type: none"> <li>· How Montessori Methods in Mathematics Education Meet the Needs</li> </ul>	Explore early childhood math concepts.  Differentiate between conceptual understanding and procedural knowledge in the teaching and learning of math in early childhood.  Analyze the design/layout of an early	8

	<p>of Students with Learning Challenges</p> <ul style="list-style-type: none"> <li>· What Makes Mathematics Manipulatives Effective?</li> </ul>	<p>childhood setting for mathematics instruction.</p>	
July 10	<p>Addition Materials Subtraction Materials Decimal System Materials- Numbers and Numerals 1-1000</p> <p>Practice &amp; Present Montessori Materials</p> <p><b>Reading:</b> <i>The Mathematical Mind in the First Plane of Development</i> California Department of Education.. <i>Preschool Learning Foundations Volume 1</i></p>	<p>Compare and contrast constructivist and traditional teaching methods in early childhood mathematics instruction</p> <p>Identify developmentally effective methods of mathematics instruction.</p>	8
July 11	<p>Geometry Data &amp; Measurement Money, Time, Fraction Practice &amp; Present Montessori Materials</p> <p><b>Reading</b> <i>Children's mathematics</i></p>	<p>Explore various types and applications of early childhood math manipulatives</p>	8
July 12	<p>Math Talk- Counting collection Which one is different? 3-Act Math Pattern in numbers and growing patterns Math extension and material design</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>· Mindset mathematics: visualizing and investigating big ideas, grade K</li> </ul>	<p>Understand process for review mathematical content</p> <p>Examine contemporary curricula and materials Overview of learning theory.</p> <p>Demonstrate developmentally effective questioning strategies.</p>	8

July 15	Practice, present, feedback	Demonstrate proficiency in apply Montessori principles in the context of curriculum, activity, and lesson presentations	8
July 16	Phonemic Awareness Matching: same, similar, category Sequencing Rhyme Syllable Phoneme Practice & Present Montessori Materials  <b>Reading</b> Wilson's Reading Program-FUNdations Heggerty Phonics curriculum	Examine how language arts methods are related to current research and theories, and apply information to classroom teaching  Connect the language arts elements of thinking, listening, speaking, reading, and writing throughout various activities.	8
July 17	Phonetic Analysis Concept about print Penmanship/ Handwriting activities Initial sounds Final sounds Middle sounds Command cards Practice & Present Montessori Materials  <b>Reading</b>	Articulate the rational and sequence of curriculum  Utilizes a variety of instructional strategies and assessment methods	8



	<i>Narrative inquiry in early childhood and elementary school</i>		
July 18	<p>Moveable alphabet Spelling pattern Grammar</p> <p>Reading: Word Study- singular, plural; capitalization, compound words, nomenclature Practice &amp; Present Montessori Materials</p> <p>Reading <i>Rethinking early literacies</i></p>	Explain that a comprehensive language arts unit includes the six strands of language arts instruction (reading, writing, speaking, listening, viewing and visually representing)	8
July 19	<p>Writing development Modeled writing, shared writing, guided writing, independent writing Writers workshop Guided Reading, running record Story book Extensions</p> <p><b>Reading</b> <i>A fresh look at writing</i></p>	<p>Practice the writing process through journaling personal writing, analyzing, and reflecting.</p> <p>Recall knowledge of the writing process and writer's workshop approach.</p>	8
July 22	<p>ELL ELPAC Practice, present, feedback</p>	Adapt language arts instruction to provide for a range of diverse student needs.	8
July 23	<p>Geography land/ air/ water globes/maps Land/ water forms Continent puzzle maps Flags Continent study- Research</p> <p><b>Reading</b> Democracy &amp; Education</p>	<p>Demonstrate proficiency in apply Montessori principles in the context of curriculum, activity, and lesson presentations</p> <p>Planning appropriate social studies curriculum, instruction and assessment</p>	8

<p>July 24</p>	<p>Social Studies, Ethnic Studies  Time/ time line of day  Montessori birthday  Calendar  Seasons  past/ present- artifacts &amp; historical figures  Indigenous cultures &amp; civilizations  Mapping community  Position &amp; Directions (N, E, S, W); compass</p> <p>Practice &amp; Present Montessori Materials</p> <p>Reading  <i>Young investigators : the project approach in the early years</i></p>	<p>Applying the structure of social studies purpose, knowledge, skills and values to effective teaching</p> <p>Planning appropriate social studies curriculum and instruction that demonstrates a transfer of theories, concepts and instructional methods from literacy and child growth development courses</p> <p>-Planning appropriate social studies curriculum, instruction and assessment</p>	<p>8</p>
<p>July 25</p>	<p>Global Competency Framework</p> <p>Peace Education</p> <p><b>Reading</b>  Education &amp; Peace  Global Education Framework</p>	<p>Planning and performing lessons that utilize Integration of content, cooperative learning, oral history, and service learning methods, which include the application of social studies knowledge, skill, and values</p> <p>-Planning appropriate social studies curriculum, instruction and assessment</p>	<p>8</p>

July 26	<p><b>Heritage Months:</b> Indigenous People, Latinx, BLM, APIDA, Different abilities, Pride Month, Women</p> <p>School Core Values Community Agreement Land Acknowledgement</p>	<p>Planning appropriate social studies curriculum, instruction and assessment</p> <p>Planning and performing social studies lessons that apply Critical questioning, concept development, professionally addressing controversy, and performance assessments skills and activities that address differentiated instruction</p>	8
July 29	<p>Science</p> <p>States of matter- solid/ liquid/ gas Biomes Botany Zoology Practice &amp; Present Montessori Materials</p>	<p>Demonstrate proficiency in apply Montessori principles in the context of curriculum, activity, and lesson presentations</p> <p>Planning appropriate science curriculum, instruction and assessment</p>	8
<b>TOTAL CREDIT HOURS</b>			<b>120</b>
<b>PROPOSED UNITS</b>			<b>4</b>

**Justification of units/credit hours:**

*Please indicate an average week's activities and estimated hours below.*

Learning Activity	In Classroom Hours	Out of Classroom Hours	Total Hours

<p>MATH 7/9/2024 to 7/12/2024, 7/15/2024</p> <p>Lecture Group discussions Supervised presentation practice Design math activities Reflection/ Feedback</p> <p><b><u>DUE: assignment:</u></b> Create lesson plan activity that addresses each of the following:</p> <ul style="list-style-type: none"> <li>· numeration 1-10</li> <li>· place value or operation</li> <li>· geometry, measurement/data, time or money</li> </ul>	<b>40</b>	<b>10 hours</b>	<b>40</b>
<p>LITERACY 7/16/2024 to 7/19/2024, 7/22/2024</p> <p>Lecture Group discussions Supervised presentation practice Design ELA activities Reflection/ Feedback</p> <p><b><u>DUE: assignment:</u></b> Create lesson plan activity that addresses</p> <ul style="list-style-type: none"> <li>· Phonemic awareness</li> <li>· Phonics</li> <li>· Spelling pattern, or grammar</li> <li>· Storybook</li> </ul> <p>Lesson unit</p>	<b>40</b>	<b>10 hours</b>	<b>40</b>

<p>SOCIAL STUDIES &amp; SCIENCE 7/23/2024 to 7/26/2024, 7/29/2024</p> <p>Lecture Group discussions Supervised presentation practice Design Science &amp; Social Studies activities Reflection/ Feedback</p> <p><b><u>DUE: assignment</u></b> Create lesson plan activity that addresses</p> <ul style="list-style-type: none"> <li>· Continent research unit</li> <li>· Social Studies/ Ethnic Studies Lesson plan unit</li> <li>· Heritage Months</li> <li>· Science inquiry unit</li> </ul>	<b>40</b>	<b>10 hours</b>	<b>40</b>
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**FINAL PROJECT: Teaching Albums:**

These albums are culminating projects and require quite a bit of both reflection and time to complete. In consideration of that, there are several sections of the albums that are due in draft form earlier assignments. They are not graded and will be evaluated only when they are completed in the Album. Each album must contain:

- Rationale for each curriculum area (2-3 pages)
- Tabulation divided into appropriate sections
- Picture on left, write-up on the right. Each new write-up begins on a new page.
- Name of student and album on spine.
- Each individual presentation must be pictured. Pictures must be labeled (such as Exercise I or final product etc.) and show the appropriate sequence of the presentation
- Title page with student's name, address and phone number and training center's name address, Phone number and year

Evaluation

**Mode of grading:** (check one)       Letter grade       Passed/not passed  
P/NP Justification required. (P/NP) justification:

**Grading criteria:** How will you assess students' mastery of the course objectives? Some formal, written evaluation is required. Provide percentages for each element. Participation cannot count for more than 10 percent of the grade.

Students are expected to attend all classes, participate actively, and submit all assignments. Each assignment includes instructions that describe the standards and expectations. Comments will be given on each assignment, and it will be made clear whether the standards are met. Students may redo assignments that have not been satisfactory met, although they must be resubmitted by the final date of the course to avoid an incomplete. The Albums may not be rewritten.

- Math Album 15%
- Language Album 15%
- Social Studies/ Science 15%
- Class participation 10%
  - o Participation will reflect attendance, punctuality to class and contributions to class discussions and activities. Punctuality with assignments. Willingness to contribute to class exercises.
- Math Presentation 10%
- Language Presentation 10%
- Social Studies/ Science Presentation 10%
  - o Specific instructions and a rubric will be provided in class.
- Reading reflection 15%
  - o Daily reading reflection due on each day of class; 15 reflections total. Approximately 250-300 words per reflection.

## Practice Sessions

It is required that each person practice all materials shown that day using this Practice Sheet—adult learners record their progress with materials on this sheet dating each practice.

You will practice in groups of 3-4 persons. Each group will initially have one material to practice with. Each person in the group will have a turn to practice the lesson carefully using the lesson plan format. The other students in the group will observe and critique the lesson. The instructor will move from group to group assisting and observing. After all members of the group have practices with the materials, a volunteer from each group will demonstrate a material to the entire class.

We will use this procedure with 5-6 materials each day.

Following this group practice session, each person will practice all materials shown that day and other materials from lesson plans in their album which we may not demonstrate in class.

When you are ready to be assessed by an instructor, sign-up for the assessment. Practice and assessment sessions will be provided each day. The goal is for you to have assess on all major presentations by the end of summer

# PRACTICAL LIFE PRACTICE SHEET

Early Childhood Core Material	Alone	Alone	Alone	Triad	Triad	Large Group
<b>Refinement of Movement</b>						
Walking on a Line (incl. carrying objects while walking)						
Silence Games						
Sequence of Scooping/Spooning activities						
Sequence of Squeezing activities (e.g. sponge/baster/clothespins/tongs/tweezers)						
Sequence of Threading activities						
Sequence of Twisting activities (bottles & caps, nuts & bolts, etc.)						
Sequence of Pouring activities (dry / water / various size, shape containers / with tools)						
Sequence of Folding activities						
<b>Care of Environment</b>						
Use of rugs/mats (e.g. rolling, carrying, avoid walking on work rugs)						
Use of child size furniture (e.g. moving tables and chairs)						
Sweeping and dusting (e.g. broom, dustpan & brush, table brush & pan, duster)						
Mopping the floor (e.g. mop and bucket)						
Scrubbing surfaces (e.g. table / chair / cloths)						
Washing windows, using squeegee						
Washing dishes						

Polishing e.g. (mirror/wood/metal)						
Sequence of sewing activities (e.g. sewing on a button)						
Arranging flowers						
Caring for plants (watering / polishing leaves)						
<i>*Caring for small animals (providing food and water)</i>						
<i>* Sequence of carpentry activities (Use of vises/ clamps / hand saw/ pliers / level/ goggles / gloves / screwdriver &amp; screws/ hand drill / hammer / nails / wood / sandpaper)</i>						
<i>* Caring for the outdoor environment (e.g. brooms, rakes, garden tools)</i>						
<i>*Gardening (Sowing seeds, weeding, harvesting)</i>						
<b>Grace and Courtesy</b>						
Greetings and introductions						
Respectful and polite conversations (e.g. interruptions, apologies, requests)						
Manners for meals and group settings						
Classroom procedures						
<b>Personal Care and Health</b>						
Storing personal clothing and belongings (e.g. cubbies, hooks, coat hangers)						
Dressing Frames – Buttons, zipper, buckles, lacing, bow-tying						
Dressing and Undressing (e.g. putting on jacket and shoes)						
Cleaning and polishing shoes						
Nose-blowing (tissue / mirror)						



Toileting and use of the bathroom facilities						
Hand-washing (e.g. table set up w/large bowl & pitcher, etc., and use of sink with faucet)						
<i>* Individual personal care items (e.g. combs, toothbrushes)</i>						
<b>Food Preparation</b>						
Washing fruits and vegetables						
Cutting fruits, vegetables, cheese, eggs, etc.						
Preparing drinks (juice, tea, etc.)						
Serving food and drinks						
<i>*Cooking and baking activities</i>						

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# SENSORY MOTOR PRACTICE SHEET

Early Childhood Core Material	Alone	Alone	Alone	Triad	Triad	Large Group
Cylinder Blocks (Knobbed Cylinders) - 4 blocks						
Tower of Cubes (Pink Tower)						
Broad Stair (Brown Stair)						
Long Rods (Red Rods)						
Knobless Cylinders - 4 boxes						
Color Tablets - Box I						
Color Tablets - Box II						
Color Tablets - Box III						
Geometric Cabinet w/ Demonstration Tray and 3 sets of cards						
Geometric Solids and Bases						
Constructive Triangles (5 boxes): Triangle Box, Large Hexagon Box, Small Hexagon Box, Rectangle Box, Blue Triangles Box						
Binomial Cube						
Trinomial Cube						
Sound Cylinders (Sound Boxes)						
Montessori Bells Set						
Rough and Smooth Boards - 2 or 3 boards						
Touch Tablets (Rough & Smooth Tablets for matching and grading)						
Fabric Matching						

Mystery Bag (Stereognostic)						
Baric Tablets (Weight)						
Thermic Tablets						
Thermic Bottles						
Smelling Jars						
<i>*Tasting Activities</i>						
<i>* Sensorial Vocabulary Labels (names of colors, shapes, sizes, etc.)</i>						

## MATH PRACTICE SHEET

<b>Early Childhood Core Material</b>	<b>Alone</b>	<b>Alone</b>	<b>Alone</b>	<b>Triad</b>	<b>Triad</b>	<b>Large Group</b>
<b>Numbers 0-10</b>						
Number Rods (Red and Blue Rods) and Numerals						
Sandpaper Numerals						
Spindle Boxes						
Cards and Counters (Numerals and Counters)						
Memory Game						
<b>Introduction to Decimal System</b>						
Intro to Decimal Quantity (One Tray) and Symbol						
Function of the Decimal System (Nine Tray)						
Golden Bead Material 45 layout						

Large Decimal Numeral Cards layout						
Association of Beads and Cards						
Exchange Game						
<b>Linear Counting</b>						
Short Bead Stair						
Teen Boards and Beads						
Tens Boards and Beads						
Hundred Board						
Short Bead Chains w/ squares and numerals (Square Chains)						
Long Bead Chains w/ cubes and numerals (Cube Chains)						
<b>Arithmetical Operations</b>						
Static Addition with Golden Beads						
Dynamic ADDitions with Golden Beads						
Static Subtraction with Golden Beads						
Dynamic Subtraction with Golden Beads						
Multiplication with Golden Beads						
Division with Golden Beads						
Introduction to Stamp Game						
Addition with Stamp Game						
Subtraction with Stamp Game						
Multiplication with Stamp Game						

Division with Stamp Game						
Dot Game						
<b>Working Memory</b>						
Addition with Number Rods						
Addition with Bead Bars						
Addition with Strip Board						
Addition finger chart						
Addition finger chart 2						
Addition finger chart 2						
Blank Addition Chart						
Addition Snake Game						
Subtraction with Number Rods						
Subtraction with Bead Bars						
Subtraction with Strip Board						
Subtraction Finger chart						
Blank Subtraction Chart						
Subtraction Snake Game						
Multiplication with Bead Bars						
Multiplication Board						
Multiplication Finger Chart 1						
Multiplication Finger Chart 2						

Blank Multiplication Chart						
Division Board						
Division Finger Chart						
Blank Division Chart						
Small Bead Frame						
Fractions						
Fraction Skittles						
Introduction to Fraction insets						
Fraction Equivalence						

## LANGUAGE PRACTICE SHEET

Early Childhood Core Material	Alone	Alone	Alone	Triad	Triad	Large Group
<b>PHONEMIC AWARENESS</b>						
Rhyme						
Syllable Segmentation/ Blend						
Initial Sounds (objects/ pictures)						
Final Sounds						
Medial Sounds						
Sorting objects and/or pictures into categories						
<b>Phonics/ Penmanship</b>						

Sandpaper Letters (Lower case – cursive or print)						
Double Sandpaper Letters (English phonograms)						
Sand Tray						
<i>*Upper case Sandpaper Letters (cursive or print)</i>						
Large Movable Alphabets (several)						
Metal Insets w/ pencils, pencil holders, trays, paper						
Small chalkboards for handwriting & supplies ( <i>*white boards</i> )						
<b>Reading</b>						
<i>Large Name Card for each child in the class</i>						
Object Box I: Introduction to reading short vowel phonetic words						
Object Box II: Introduction to reading words w/ blends						
Object Box III: Introduction to reading words w/ digraphs						
Environment Label cards						
Action Command Cards						
Decoding short vowel words (e.g. flash cards, picture/word booklet, picture cards with labels)						
<i>*Simple phonetic reading such as a phonics-based series of reading books</i>						
Puzzle Words (Sight Words)						
Phonogram reading cards and booklets (for English)						
Silent 'e' cards (for English)						

* <i>Small printed alphabets in two colors for use with phonogram materials</i>						
Three-Part Cards – (organized by category) for blending and fluency						
<b>Grammar/ Word Study</b>						
Mini Environment (e.g. Farm) for introduction to parts of speech						
Grammar Symbols						
Function of Words - introductory lessons						
Mini Environment (e.g. Farm) for introduction to parts of speech						
Grammar Symbols						
opposites						
Punctuation						
singular/ plural						
noun						
article						
verb						
adjective						
Logical adjective						
Detective Adjective						
Adverb						



Logical Adverb						
Conjunction						
Preposition						
Pronoun						
Interjection						

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# Early Childhood Student Teaching Practicum Requirements

Minimum requirement is 540 hours.  
2.5 through 6 years old age span  
Fully equipped Montessori classroom

Student teaching is a mandatory component of the course. The Early Childhood student teaching practicum is defined as lasting a minimum of a full academic school year, with the adult learner working at the practicum site in the classroom of an approved supervising teacher for a minimum of nine consecutive months or the full school year. The adult learners class schedule may be daily for three hours a day, five days a week, or have a consistent partial week schedule. The minimum hours for the full practicum is 540 hours

The TEP may offer alternative scheduling to the nine consecutive months if required, such as an adult learner who delays starting the practicum for a year, or an adult learner who has a two-year practicum. When an alternate schedule for the practicum experience is utilized, the director must explain the alternative model in the program's next annual report.

Student teaching provides the adult learner with a supervised teaching/ learning experience, a period of observation, internalization and further study. It gives the adult learner the opportunity to practice with the materials, document observations, and have hands-on experience under the direction of a head teacher.

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

- A minimum of 90% of the academic contact hours must be completed prior to the end of the practicum experience
- No part of the practicum may precede the beginning of the academic phase of the course.

There are no units applied to the Practicum Phase.

## **Practicum Seminar**

Over the course of the practicum, the adult learner is required to follow the development of the children in the assigned class and establish relationships with the children. The adult learner must present materials and participate in the various aspects of planning, record keeping, classroom management, and parent communication. The adult learner will document in-class observation of children, the environment, and the adults.

## **Practicum Year Long Project**

In class Year-long Project course work can comprise no more than 16 academic contact hours. It is a required practicum year assignment that involves independent research and development by the adult learner. Examples of project topics include action research, curriculum design, reflective practice, literature review, application of knowledge, case study, preparation of the environment, assessment, transformation of the adult, etc. The Year-long project is listed as a separate component on the course schedule and the hours are in addition to a curriculum area in which the project or research is based. Topics are subject to approval by the TEP.

## **Supervision:**

Supervision of adult learners is provided by the supervising teacher and a field consultant or, in the case of a self-directed practicum, through the field consultant and/or mentor.

For a self-directed practicum, a minimum of three on-site consultation visits by a field consultant plus additional support that is documented on the AMS Credential Recommendation Form is required. The adult learner must be provided with field consultation support within two months of the start of the practicum.

For all course levels, supervision must be provided according to one of two options:

- a. In the classroom with an approved supervising teacher
- b. In a self-directed classroom with regular supervision by a qualified and approved field consultant.

## **Practicum Phase Requirements**

Before the Practicum Phase Starts, the Adult Learner is given an Observation and Teaching Practice Handbook, explaining all the procedures and the requirements necessary to enter the Practicum Phase as well as the forms that need to be filled.

In this handbook, we are giving you only a summary of the general procedures required for this phase of your training.

The Early Childhood Practicum is defined as lasting a minimum of a full academic year, with the adult learner working at the practicum site, in the classroom of an approved supervising teacher, for minimum three hours a day, five days a week for nine consecutive months. [From the AMS Handbook for Teacher Education Program Affiliation] [Rev 01/2017]

The adult learner must begin their practicum phase within two years of the end of their academic phase [from the AMS Handbook for Teacher Education Program Affiliation page 45].

Supervised practice teaching, classroom observation, environmental design, curriculum planning, record keeping, family communications, and program administration. Documented observation of children from 2 ½-6 years of age in a variety of settings.

If the Adult Learner exhibits chronic or protracted absences and tardiness, s/he may be

dismissed from the practicum experience.

### **Model 1: Supervised Practicum**

1. The supervised practicum requires that the adult learner participate in the Montessori Early Childhood classroom of a qualified supervising teacher at an approved school site.
2. The adult learner may not be asked to assume total responsibility for a class without the presence of a qualified supervising teacher or other qualified staff person.
3. 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.

### **Model 2: Self-Directed Practicum**

1. All requirements for the supervised practicum also apply to the self-directed practicum, with the exception that the adult learner has partial or full responsibility for the Montessori class without the daily guidance of a qualified supervising teacher in the classroom. 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:
  - a. Prior experience as an assistant in a Montessori environment
  - b. Two or more years of previous teaching experience at the Early Childhood age level
  - c. A bachelor's degree from a regionally accredited U.S. college or university, or its equivalent
  - d. A qualified supervising teacher is not available
2. A minimum of three on-site consultation/evaluation visits by a qualified field consultant plus additional support that is documented on the AMS Credential Recommendation Form is required. Additional support must include one or more of the following: extra visits, a local mentor teacher, monthly communication, or other support designed by the director. To best support the growth of the adult learner, the consultations/evaluation visits must be spread throughout the practicum phase.

## **Practicum Site Requirements**

The AMS requires minimum practicum standards and responsibilities to be met by the Practicum Site, by the Lead Teacher and by the Adult Learner. Each course must have a Practicum Supervisor Coordinator and a Field Consultant. The Field Consultant is the Person in charge of observing the Intern at least three times during their internship and is responsible of evaluating the intern's work during the Practicum Phase.

## Approval for Practicum Site:

To be considered as a Teaching Practice Site, the school must:

- a) Have a Lead Teacher that holds a recognized Montessori Early Childhood Credential (AMS, AMI).
- b) The classroom must have a mixed age group of children from 2½ to 6 yrs.
- c) Have a wide range of well-maintained Montessori materials in good condition.
- d) Provide an uninterrupted work cycle of a minimum of 2-3 hours.

Before the Practicum initiates, the Director of DM-TEP must already have visited the Practicum Sites, to ensure the Practicum Site fulfills these requirements.

The Head of school/ Principal must fill and sign the specific form (Practicum Site Agreement) before the Practicum begins.

The student teacher's practicum site must ensure the following requirements:

1. **Approval:** Site must be the director of DM-TEP.
2. **Age Range of Class:** The student teacher's classroom contains children predominantly between the ages of 2.5-6 yrs old.
3. **Environment:** The student teacher's classroom has a full complement of Montessori materials. The classroom environment is consistent with the description in these guidelines for the age level served.
4. **Job Description/Contract:** The school has given to the student teacher a job description and/or contract.
5. **Supervision:** The school agrees not to ask the student teacher to assume total responsibility for a class without the presence of a supervising teacher or other qualified staff person.
6. **School Policies:** The school has communicated to the student teacher administrative policies and guidelines for the student teacher Practicum.
7. **Non-Discriminatory Policy:** The school has published non-discriminatory policies for both students and faculty/staff
8. **Instructional/Observation Time Allowance:** The school allows the student teacher release time to meet seminar training requirements and observations.
9. **Completion Support:** The school will be generally supportive of the student teacher in efforts to meet her/his practicum requirements.
10. **Licensing:** The school meets all local city/state regulations.
11. **Janitorial Services:** The school provides janitorial services.

## Practicum Visits

The student is visited at the practicum site by an DM-TEP consultant three times during the year. These visits are to be a minimum of three hours. These meetings shall include but are not limited to the following:

1. Discuss the psychological needs of the children the student is teaching.
2. Review the record keeping procedure the student is utilizing.

3. Aid in the implementation of the Montessori materials.
4. Discuss the student's relationship with the children.
5. Encourage and discuss the student's relationship with other adults in the teaching experience.
6. Discuss classroom management techniques.
7. Observe and discuss the student's relationship to the environment.

A record of these consultations is made by the student and the consultant. The consultant's evaluation record is available for the student's review. (See Appendix A, B, and C.)

### **Practicum Director**

The Director shall sign and return a practicum site agreement form.

### **Practicum Supervising Teacher**

The supervising teacher shall agree to take responsibility for the role.

Shall have certification and two years experience in the appropriate age level.

### **Practicum Field Consultant**

Shall agree to all DM-TEP requirements and file visitation reports in a timely fashion.

### **Adult Learner**

Shall sign a waiver of confidentiality.

Shall be responsible to log attendance on a daily basis.

Shall tally hours and turn in to the administrator when 540 hours have been completed, verified by the supervising teacher(s).

## **Practicum Evaluation/ Grading/ Assessments**

During the Practicum Phase, the Adult Learners are evaluated in different ways:

- Monthly observations and evaluations by Lead Teacher
- Observation and evaluation by Field Consultant, at least three times during the entire Practicum Phase.
- Monthly self-evaluations done by each Adult Learner
- Ten Observation Reports of two hours each.
- The Teaching Practice is an essential part of the Montessori Training; this is why we put particular attention in evaluating the Adult learners during this phase of their Training.

The Adult Learners are evaluated by their Lead Teachers through a monthly evaluation questionnaire, which addresses key elements necessary for Practice Teaching in a Montessori Environment. The method of assessment is not a grade but rather an overall evaluation of the student according to an evaluation scale as follows: Excellent, Good, Average or Needs Improvement. At the end, there is a space to write any additional comments by the teacher that can help us improve our approach with the Adult Learner.

As part of the evaluation during the Practicum, Adult Learners have a minimum of 3 visits by the Field Consultant that needs to observe the student in the Montessori Environment working with children for at least two hours each time. The Field Consultant has to fill in a Questionnaire with an overall evaluation of the Adult Learner while interacting with the Lead Teacher, With the Children in the Environment and presenting Materials. The Questionnaire is an Observation Report done by the Field Consultant mainly to track the Adult Learner's progress during the Practicum.

The method of assessment is not a grade but rather an overall evaluation of the student to acknowledge her strengths and weaknesses in order to guide the student better.

The adult Learner must also turn in a monthly Self Evaluation, which is also in a form of questionnaire. This is done mainly to address the Intern's self-observation and try to gain conscience about his/her strengths and weaknesses during the Training.

As part of the Practicum, the student has to turn in 10 observation reports, one each month, that address different aspects of their teaching practice Teaching.

The various reports provided will address the student's performance throughout the Practicum Experience.

## FINAL Examination and Presentation

- Candidates must demonstrate competencies as determined by MACTE and observed by program faculty in the areas of Knowledge, Pedagogy and Teaching.
- Candidates will complete written and oral assignments based on the Candidates's examination results, demonstrations by candidate, and documented observation by supervising teacher and program Field Consultant be used to verify the competencies for Montessori teacher candidates.
- Candidates will complete four (4) digital collaborative portfolios/ albums of lessons/activities and materials used in each curriculum area that has Common Core State Standards alignment with each lesson. Use [Seton Montessori Standards Correlation as a reference](#) and [The Alignment of with Key Early Education Resources the California Preschool Learning Foundations](#). Must include photos, illustrations, classroom notes, and rationale pertaining to that subject area
- Candidate will demonstrate the ability to create original materials to teach a given lesson or concept and/or meet the needs of an individual child
- Submit a record of 20 hours of observation time and 15 completed observation reports as per directions.
- Candidates will complete a yearlong project focused on a case study of the development of one Child.

- Asses DM-TEP based on The Fundamental Tenents Rubric (pg 220-238 of AMS handbook)

DRAFT



# Required Reading List

Maria Montessori, Her Life and Work, by E.M. Standing  
The Absorbent Mind, by Dr. Maria Montessori  
Discovery of the Child, Dr. Maria Montessori  
The Secret of Childhood, Dr. Maria Montessori

[Anti-Bias Education for Young Children and Ourselves](#) by Louise Derman Sparks

[This Book Is Anti-Racist](#) by Tiffany Jewel

[Theories of Childhood, Second Edition: An Introduction to Dewey, Montessori, Erikson, Piaget & Vygotsky](#) by Carol Garhart Mooney

## Recommended Reading

- Dr. Montessori's Own Handbook, Dr. Montessori
- The Montessori Approach, Paula Polk Lillard
- [The Inclusive Classroom: Creating A Cherished Experience Through Montessori](#), (McKenzie and Zascavage, 2021)
- [Raising Antiracist Children: A Practical Parenting Guide](#) by Britt Hawthorne
- [Toward Culturally Sustaining Teaching: Early Childhood Educators Honor Children with Practices for Equity and Change](#)
- [Anti Racist Baby](#) by Ibram X. Kendi
- [Leading Anti-Bias Early Childhood Programs: A Guide for Change](#) by Louise Derman-Sparks
- Yardsticks by Chip Wood
- Culturally Responsive Teaching and the Brain by Zaretta Hammond
- Strengthening the Parent-Teacher Partnership by Jane Cofie
- [The First Six Weeks of School](#)
- [Social Studies for a Better World: An Anti-Oppressive Approach for Elementary Educators](#) by Noreen Naseem Rodriguez
- Need to add
- [The Children Come Full](#) TC Press. This was the ECEA webinar one.

# Adult Learner Handbook Received

Please return this page to the Program or Academic Director with the Enrollment Application or at the latest at the interview.

- I have received a handbook and course catalog from Davis Montessori Teacher Education Program.
- 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 handbook and course catalog from Davis Montessori Teacher Education Program.
- If I have any questions, I will/have ask(ed) them.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## Confidentiality of Records

I understand Davis Montessori Teacher Education Program 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 Davis Montessori Teacher Education Program to contact current and future employer(s) for accreditation evaluative data.

Signed \_\_\_\_\_

Dated \_\_\_\_\_

## Director

### Practicum Supervisor/ Coordinator

The Supervising Lead Teacher has to sign an agreement stating she meets the requirements stated above and that she is aware of the Job responsibilities and willing to accept and meet these requirements. (Supervising Teacher agreement)

As stated before, the Lead Teacher must also agree to observe and guide the Intern and complete the required paperwork on time, most importantly to hand in an Observation Report of the Adult Learner in a timely manner. (Practicum Observation Form)

#### **Credentials**

The supervising teacher must hold a recognized Montessori credential at the age level of the class at the level of supervision. The supervising teacher cannot be the adult learner's field consultant.

#### **Teaching Experience**

The supervising teacher must be in at least the second year of teaching as the official lead teacher or co-teacher at the level of instruction after receipt of the Montessori credential.

#### **Approval**

Director of DM-TEP must approve the supervising teacher.

**Meetings:** The supervising teacher must schedule regular review and coaching sessions with the adult learner at least once per month to assess progress in the above areas.

**Assessment:** The supervising teacher must complete assessments and submit all evaluation forms requested by the teacher education program at the designated times.

**Communication:** The supervising teacher has the responsibility to communicate fully and honestly regarding the performance of the adult learner.

**Attendance:** The supervising teacher must be in the adult learner's classroom full time.

**Number of Adult Learners Assigned:** A supervising teacher cannot have more than two adult learners per classroom.

### **Adult Learner Experiences**

The supervising teacher is responsible for providing experiences relating to the following areas:

1. **Preparation and Management:** indoor and outdoor prepared environments
2. **Observation and Recording:** observing, responding/planning, assessing, and maintaining records
3. **Interaction:** relations among parents, staff, and children
4. **Instruction:** designing developmentally appropriate activities that meet the tenets of Montessori philosophy, including spontaneous and planned individual and group presentations
5. **Management:** individual and group strategies
6. **Parent/Community Involvement:** family support and community services; parent education, interviews, conferences, and meetings; open house
7. **Staff Involvement:** participation in meetings, establishing team compatibility and problem-solving techniques
8. **Participation in curriculum planning meetings,** where appropriate
9. **Participation in team meetings** regarding special education (IEP, etc.)

# Course Instructors

All course instructors have a minimum of a bachelor's degree from a regionally accredited U.S. college/university or its equivalent is required for instructors.

## Foundational Core Instructors

### Child Development/ Social Emotional Learning

- Sovandara Chhin
- Remy Glovin- Guest Speaker
- Kimberly Lim- Guest Speaker- Behaviorist

### Montessori Philosophy

- Sovandara Chhin
- Remy Glovin- Guest Speaker

### Classroom Leadership

- Sovandara Chhin
- Ashley Person- Guest Speaker
- Kimberly Lim- Guest Speaker- Behaviorist

## Core Curricular Instructors

### Practical Life & Art

- Sovandara Chhin
- Cheryl Dauber
- Amelia Hansen- Guest Speaker

### Sensorial & Music/ Movement

- Sovandara Chhin
- Cheryl Dauber
- Amelia Hansen- Guest Speaker
- Kimberly Lim- Guest Speaker- Behaviorist

### Math

- Sovandara Chhin
- Remy Glovin- Guest Speaker

### ELA

- Sovandara Chhin
- Liz Murray- Guest Speaker- Critical Literacy

### Social Studies & Science

- Sovandara Chhin
- Remy Glovin- Guest Speaker

# Field Consultant

During the Practicum, an individual appointed by DM-TEP as a Field Supervisor or Field Consultant from DM-TEP will visit the Intern's practicum site classroom; they will make observations and evaluate the Intern's progress.

The Practicum Supervisor visits the Adult Learner at the practicum site a minimum of three (3) times during the practicum phase. An additional supervision visit may be scheduled upon the sole discretion of the Field Supervisor or the Program Director. This has an additional cost.

When a Practicum Site is farther than 50 miles from DM-TEP, all travel expenses such as millage gas and toll roads fees, the Intern will be responsible for those fees.

The Field Consultant may not be the Adult Learner's Supervising Teacher.

## **Field Consultant Job Description:**

The Practicum Supervisor visits the Adult Learner at the practicum site a minimum of three times during the school year. An additional supervision visit may be scheduled upon the sole discretion of the Field Supervisor or the Program Director.

1. Observe the adult learner's class a minimum of three times during the year 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 with the first visit occurring during the first two months of the practicum phase.
2. Each visit must include a minimum of two hours to observe the adult learner's progress in the classroom. Additional time should be scheduled to include communication with the adult learner, supervising teacher, and if appropriate, the head of school.
3. One of the three required visits for a practicum may be conducted by video or video conferencing at the director's discretion. Ideally, the first and last visits should be conducted in person. Visits beyond the required minimum three visits may also be conducted by video or video conferencing at the director's discretion.
4. The field consultant may not be the adult learner's supervising teacher.
5. One or more individuals may serve as the field consultant for all or a group of adult learners with the exception that the field consultant cannot be the adult learner's supervising teacher or employed by the school if the adult learner is sponsored by the school.
6. All visits must occur during the nine-month practicum cycle.

# FIELD CONSULTANT VISIT VERIFICATION FORM

Name of the Institute \_\_\_\_\_

Name of Student \_\_\_\_\_

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

Site Address \_\_\_\_\_

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

Early Childhood Level (3-6 years old)

## DATES & TIMES OF PRACTICUM PHASE VISITS

1. \_\_\_\_\_  
Date/Time

\_\_\_\_\_  
Name of Evaluator

2. \_\_\_\_\_  
Date/Time

\_\_\_\_\_  
Name of Evaluator

3. \_\_\_\_\_  
Date/Time

\_\_\_\_\_  
Name of Evaluator

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Field Consultant

\_\_\_\_\_  
Date

# Assignment Readers

Assignment readers are valuable assets to teacher education programs that utilize their support. Assignment readers evaluating adult learners' work must meet the following criteria:

For core curricular areas:

1. A recognized Montessori credential at the level applicable to the course component that they are reviewing
2. A minimum of one year experience at the level of the credential(s) in a Montessori environment following receipt of the credential(s)

For foundational curricular areas:

1. A recognized Montessori credential at any level
2. A minimum of one year experience at the level of the credential(s) in a Montessori environment following receipt of the credential(s)

For other curricular areas:

1. Documented evidence of experience in the course subject

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For core curricular areas:

1. A recognized Montessori credential at the level applicable to the course component that they are reviewing
2. A minimum of one year experience at the level of the credential(s) in a Montessori environment following receipt of the credential(s)

For foundational curricular areas:

1. A recognized Montessori credential at any level
2. A minimum of one year experience at the level of the credential(s) in a Montessori environment following receipt of the credential(s)

For other curricular areas:

1. Documented evidence of experience in the course subject



# Early Childhood and Infant & Toddler Non-Degree Disclosure Letter

\_\_\_\_ I have a Bachelor's or Master's Degree *Country Awarded:* \_\_\_\_\_

*Foreign transcripts of college degrees must be evaluated by an accredited agency to determine their equivalency to a United States degree.*

\_\_\_\_ I DO NOT have a Bachelor's or Master's Degree

## **Admission for Early Childhood Candidate**

AMS grants the AMS 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 AMS Early Childhood course who do not have a U.S. Bachelors 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.

AMS strongly encourages holders of the Associate Credential to obtain a Bachelor's degree within 7 years of credentialing. AMS hopes you consider your credential as the beginning of your journey of lifelong learning.

I have read and understand my responsibility as an applicant for the Infant & Toddler course level of this teacher education program.

\_\_\_\_\_  
Applicant Name (print)

\_\_\_\_\_  
Applicant Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Sovandara Chhin, Director of DM-TEP

\_\_\_\_\_  
Date