

**SAN FRANCISCO BAY AREA
MONTESSORI TEACHER EDUCATION CENTER**

Administration Practicum Handbook

**Administrative Office:
101 Callan Avenue, Suite 420, San Leandro, CA 94577**

**Practicum Seminars Location:
790 East Duane Avenue, Sunnyvale, CA. 94085**

www.MontessoriTrainingUSA.org

Name: _____

Date: _____

CODE OF ETHICS

Principle I – Commitment to the Adult Learner

In fulfillment of the obligation to the Adult Educator:

1. Shall encourage independent action in the pursuit of learning;
2. Shall protect the opportunity to provide for participation in teacher training programs without regard to race, sex, color, creed or national origin;
3. Shall protect the health and safety of Adult Learners;
4. Shall honor professional commitments, maintain obligations and contracts while never soliciting nor involving Adult Learners in schemes for commercial gain;
5. Shall keep in confidence information that has been secured in the course of professional service, unless disclosure serves professional purposes or is required by law.

Principle II – Commitment to the Public

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

In fulfilling these goals, the MTEC-SFBA:

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

Principle III – Commitment to the Profession

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

In fulfilling these goals, the MTEC-SFBA:

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

As American Montessori Society affiliate program, we pledge to conduct ourselves professionally and personally, in ways that will reflect our respect for each other and for the Adult Learners we serve. We will do whatever is within our talents and capacity to protect the right of each Adult Learner to have the freedom and opportunity to develop his/her full potential.

Adopted by the MTEC-SFBA from the American Montessori Society Code of Ethics October 1969, June 1975, October 2008 and 2020, accepted by MTEC-SFBA 2021

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Administrator Course Requirements:

1. Successful completion of the core curriculum which includes Program Development, Montessori Philosophy, Montessori Curriculum, Educational Leadership, School Operations, Educational Leadership are course essentials.
2. Two academic school year practicum are a requirement for the issuance of the American Montessori Society Administrator Credential.
3. Practicum Site Agreement by Administrator.
4. Practicum Supervising Administrator Agreement & copy of Montessori Administrator Credential, if available.
5. Signed acknowledgement of receipt of Practicum Handbook.
6. Signed Non-Degree Disclosure Statement and Professional Development requirement.7. Payment of Practicum Field Consultant Fee, AMS Fee, MACTE Fee, BPPE Fee.
8. Enrollment in:

| | |
|--------------------------------------|----------------------|
| Administration Practicum I | September - December |
| Administration Practicum Seminar I | September - December |
| Administration Practicum II | January - May |
| Administration Practicum Seminar II | January - May |
| Administration Practicum III | September - December |
| Administration Practicum Seminar III | September - December |
| Administration Practicum IV | January - May |
| Administration Practicum Seminar IV | January - May |
9. Completion of the Administrator Credential Recommendation information.

INTRODUCTION

The purpose of the Practicum component of the Montessori Administrator Course is to provide for the Adult Learner a supervised administrator experience and a period of observation, internalization, and further study to implement the theory and practice of Montessori administration and education principles.

The Montessori philosophy and curriculum, and management principles comprise the academic component of the Montessori Administration Course. The competencies must be met by the Adult Learner as required by the American Montessori Society for issuance of the American Montessori Society Administrator Credential.

The school environment must reflect Montessori principles and curriculum, and the school must be managed in an efficient, effective and ethical manner.

No part of the practicum may precede the beginning of the academic phase of the administration course. All academic coursework (academic contact hours) is completed prior to the end of the practicum.

As an aid to establishing a successful Administrator Practicum experience, there are responsibilities that each participant in the Practicum process assumes. The participants in the successful Practicum process are:

- 1. The Practicum Site**
- 2. The Supervising Administrator**
- 3. The Administrator Field Consultant & Administrator Practicum Coordinator**
- 4. The Adult Learner**
- 5. The Montessori Teacher Education Center San Francisco Bay Area**

The Practicum Site is American Montessori Society affiliated to assure the meeting of minimum standards for a prepared Montessori environment and a well-functioning school administration that assures minimums for a successful experience for the Adult Learner in Practicum. Non-AMS schools may be acceptable but must, nonetheless, meet the standard of a fully equipped Montessori environment, embrace Montessori principles and be well administered. The school site completes the forms required by the Montessori Teacher Education Center San Francisco Bay Area that confirms the agreements and understanding between the Center and the School, and assures school requirements are met.

The Supervising Administrator is the person that is the daily Administrator in the Adult Learner's school. The Supervising Administrator provides practical guidance to the Adult Learner in the implementation of Montessori philosophy and curriculum, and school management. The Supervising Administrator is in at least the second year after having received the administrator Montessori credential, if applicable. The Supervising Administrator submits 1) a copy of the Montessori Administrator credential from a MACTE accredited course and 2) completes the Supervising Administrator application and agreement forms. The forms confirm the agreements and understanding between the Center and the Supervising Administrator, and provide the assessment feedback regarding the Adult Learner's progress toward meeting competencies.

The Field Consultant is available to visit the Adult Learner four (4) times during the two academic years, typically in the fall and in the spring. In addition to the formal visits, the Field Consultant is available to the Adult Learner should the need arise. The Field Consultant is the critical monitor and support that provides objective feedback to the Adult Learner and to MTEC-SFBA as to movement toward meeting the competencies for the administrator credential. The Field Consultant completes the forms required by the Montessori Teacher Education Center San Francisco Bay Area that confirms the agreements and understanding between the Center and the Field Consultant, and provides the assessment feedback in the form of the Field Consultant Reports (4) regarding the Adult Learner's progress toward meeting competencies.

The Adult Learner in Practicum is responsible for self-monitoring of progress in the competencies which are required for the American Montessori Society Administrator Credential. In support of the goal to meet competencies the MTEC-SFBA provides the Adult Learner with the Student Handbook, the Practicum Handbook, the Practicum Planning Journal, the Practicum Reflection Journal, the Site Agreement, the Supervising Administrator Agreement, the Field Consultant and the MTEC-SFBA Program Director as sources of information and support. Personal effort and commitment on the part of the Adult Learner, however, is critical to successful complete of the Course. All of the information and all the

support do not replace the commitment and the responsibility of the Adult Learner to be pro-active in the process toward the AMS Administrator credential.

The Duration of the Administrator Practicum is two academic years at an approved site (American Montessori Society affiliated School), five days per week for a minimum of three hours each day under the direct and daily supervision of a Supervising Administrator for a minimum of 1080 hours.

The Competencies that are required of the Adult Learner for issuance of the American Montessori Society Administrator Credential are:

Successful completion of the Montessori Administrator Credential Course requires that the following competencies be met in the coursework and in the Practicum experience.

Competencies:

Successful completion of the Administrator Credential Course requires that the following competencies are met in the coursework and in the practicum experience.

1. Leadership Skills

- 1a. Montessori Leadership Principles:
Demonstrate how Montessori principles are actualized in school leadership.
- 1b. Personal and Professional Growth:
Engage in personal and professional growth to support staff, faculty, and student success.
- 1c. Equity, Inclusiveness, and Cultural Responsiveness:
Understand and cultivate equitable practices, resources, and services that support equity.
- 1d. Ethics
Model ethical behavior in personal conduct and advocate for ethical and legal decisions

2. Faculty & Staff Management

- 2a. Onboarding Faculty & Staff
Understand and implement a system to develop the school's professional capacity through recruitment, hiring, and orientation of faculty and staff.
- 2b. Support for Faculty & Staff
Engage in mentoring and professional learning that is aligned to the school's philosophy to promote continuous improvement.
- 2c. Management of Faculty & Staff
Develop systems of evaluation, observation, support, and ongoing guidance of faculty & staff designed for school improvement and student success.

3. Educational Program

- 3a. Montessori Philosophy
Demonstrate an understanding of Montessori philosophy, methodology, and educational practice based on the developmental needs of children.
- 3b. Montessori Curriculum
Demonstrate an understanding of the Montessori curriculum at each age level its implementation, and expectations for Montessori teachers.
- 3c. Educational Identify, Culture & Policies
Implement and develop systems, policies, and procedures that support high-fidelity Montessori programs at all levels.
- 3d. Community Engagement
Engage and cultivate relationships with community members, partners, and families to enhance the school climate and culture.

4. Operations and Management

- 4a. Finances and Fundraising
Demonstrate knowledge of effective utilization of resources and fiscal management practices. Demonstrate an understanding of the principles and practices in effective fundraising (annual fund, capital campaign) within a public, charter, or private Montessori school.
- 4b. Facility Management and Environment Design
Demonstrate an understanding of how indoor & outdoor environments are organized to support Montessori philosophy and support faculty to create and maintain positive Montessori learning environments.
- 4c. Marketing, Enrollment and Retention
Demonstrate the ability to develop and implement an effective and affordable plan to recruit and orient prospective families to the school's Montessori culture. Demonstrate the ability to develop and implement a system to encourage family retention.
- 4d. Education Law Demonstrate knowledge of school/child-care governmental regulations and policies.
- 4e. Principles and Leadership of Governance
Demonstrate knowledge of the difference types of school governance (public, private for-profit, private nonprofit) and the role of an administrator within each governance structure.
- 4f. Demonstrate an understanding of the role of strategic planning and the ability planning and the ability to utilize it for school improvement.

Again, as an aid to establishing a successful Practicum experience, of implementation and meeting competencies, there are responsibilities that each

participant in the Practicum process assumes. The participants in the process are:

- 1. The Practicum Site**
- 2. The Supervising Administrator**
- 3. The Field Consultant & Practicum Coordinator**
- 4. The Adult Learner**
- 5. The Montessori Teacher Education Center San Francisco Bay Area**

To assure that the five major participants in the Practicum phase of the course fully support the Practicum process toward Adult Learner competencies, the separate roles are defined.

1. The Practicum Site: Standards and Responsibilities:

- A. **Affiliation**
School site may be American Montessori Society (AMS) affiliated.
- B. **Non-Discrimination Policy**
The school has a written non-discrimination policy for children and staff.
- C. **Licensing**
The school meets all local and state regulations.
- D. **School Policies**
The school communicates to the Adult Learner and the MTEC San Francisco Bay Area its administrative policies and guidelines relating to the Adult Learner verbally or in writing.
- E. **Job Description/Contract**
The site provides a job description and a contract of agreement. The job description or agreement includes the nature and type of remuneration given the Adult Learner, if any.
- F. **Cooperation**
The school agrees to cooperate with the MTEC San Francisco Bay Area in matters relating to the Practicum. The School Site completes forms required by the MTEC San Francisco Bay Area.
- G. **Janitorial Service**
Janitorial service is provided.
- H. **Age Range of Classes**
The class contains children in the full age span at each level.
- I. **Supervision**
The Adult Learner does not assume total responsibility for the Administration of the school unless self-directed in the practicum.
- J. **Meetings**
Meetings between the Supervising Administrator and the Adult Learner occur formally or informally on a daily basis in order to provide immediate feedback on the Adult Learner's performance. The Adult Learner reviews the Planning Journal and the Reflective Journal with the Supervising Administrator on a weekly basis.
- K. **Assessment - Formative and Summative**
Formative Assessment: The Supervising Administrator completes the Formative Assessment Form on the Adult Learner at the end of the first semester (December) and the end of the second semester (April) each year.
Summative Assessment: The Supervising Administrator completes the Summative Assessment Form of the Adult Learner at the end of the second school year (May).
- L. **Communication**
The Supervising Administrator informs the MTEC San Francisco Bay Area of any concerns regarding the Adult Learner's performance.
- M. **Attendance**
The Supervising Administrator is at the school with the Adult Learner on a direct and daily basis.
- N. **Seminars and Workshops**
At no charge, the Supervising Administrator is invited to all seminars and workshops offered by the MTEC San Francisco Bay Area.

2. The Supervising Administrator: Standards and Responsibilities:

A. Credential

MTEC San Francisco Bay Area approves the supervising administrator. The Supervising Administrator has the Montessori administrator credential from an MACTE accredited program, or AMI program.

B. Teaching Experience

The Supervising Administrator is in at least the second year of administration following issuance of the administrator credential.

C. Approval

The Program Director of MTEC San Francisco Bay Area approves the Supervising Administrator.

D. Adult Learner Experiences

The Supervising Administrator monitors the Adult Learner's experiences in the following areas:

Leadership Skills

- 1a. Montessori Leadership Principles:
Demonstrate how Montessori principles are actualized in school leadership.
- 1b. Personal and Professional Growth:
Engage in personal and professional growth to support staff, faculty, and student success.
- 1c. Equity, Inclusiveness, and Cultural Responsiveness:
Understand and cultivate equitable practices, resources, and services that support equity.
- 1d. Ethics
Model ethical behavior in personal conduct and advocate for ethical and legal decisions

Faculty & Staff Management

- 2a. Onboarding Faculty & Staff
Understand and implement a system to develop the school's professional capacity through recruitment, hiring, and orientation of faculty and staff.
- 2b. Support for Faculty & Staff
Engage in mentoring and professional learning that is aligned to the school's philosophy to promote continuous improvement.
- 2c. Management of Faculty & Staff
Develop systems of evaluation, observation, support, and ongoing guidance of faculty & staff designed for school improvement and student success.

Educational Program

- 3a. Montessori Philosophy
Demonstrate an understanding of Montessori philosophy, methodology, and educational practice based on the developmental needs of children.
- 3b. Montessori Curriculum
Demonstrate an understanding of the Montessori curriculum at each age level its implementation, and expectations for Montessori teachers.
- 3c. Educational Identify, Culture & Policies

- Implement and develop systems, policies, and procedures that support high-fidelity Montessori programs at all levels.
- 3d. Community Engagement
Engage and cultivate relationships with community members, partners, and families to enhance the school climate and culture.

Operations and Management

- 4a. Finances and Fundraising
Demonstrate knowledge of effective utilization of resources and fiscal management practices.
Demonstrate an understanding of the principles and practices in effective fundraising (annual fund, capital campaign) within a public, charter, or private Montessori school.
- 4b. Facility Management and Environment Design
Demonstrate an understanding of how indoor & outdoor environments are organized to support Montessori philosophy and support faculty to create and maintain positive Montessori learning environments.
- 4c. Marketing, Enrollment and Retention
Demonstrate the ability to develop and implement an effective and affordable plan to recruit and orient prospective families to the school's Montessori culture.
Demonstrate the ability to develop and implement a system to encourage family retention.
- 4d. Education Law
Demonstrate knowledge of school/child-care governmental regulations and policies.
- 4e. Principles and Leadership of Governance
Demonstrate knowledge of the difference types of school governance (public, private for-profit, private nonprofit) and the role of an administrator within each governance structure.
- 4f. Demonstrate an understanding of the role of strategic planning and the ability planning and the ability to utilize it for school improvement.

E. Meetings

The Supervising Administrator schedules review sessions with the Adult Learner at least once a month to assess progress in the above areas.

F. Assessment

The Supervising Administrator completes and submits the formative assessment reports in December & in April, and the summative assessment report in May. The Supervising Administrator informs the field consultant of any concerns to observe for at the observation visits.

G. Communication

The Supervising Administrator informs Montessori Teacher Education Center San Francisco Bay Area of any difficulties in the performance of the Adult Learner.

H. Attendance

The Supervising Administrator is at the school full time.

I. Number of Adult Learners Assigned

The Supervising Administrator is limited to two (2) Adult Learners per school.

3. The Field Consultant & Practicum Coordinator Standards and Responsibilities:

A. Availability

The Field Consultant and the Practicum Coordinator are available to the Adult Learner for consultation.

B. Communication

The Practicum Coordinator communicate to the Adult Learner the Field Consultant that is assigned to conduct the Field Consultant visits, and a proposed schedule of observations.

Out-of-area Adult Learners are required to communicate via Zoom once a month to the Practicum Coordinator.

Self-Directed Adult Learners are required to communicate via Zoom once a month to the to the Practicum Coordinator.

C. Observations of Adult Learner

The Field Consultant, at a mutually convenient time for the school, arranges with the Adult Learner to observe in the Adult Learner three (3) times for a minimum of two-and-one-half hours at each visit. Further visits in addition to the three (3) visits may be required at the Adult Learner's expense. During the visit, separately, or together, meet with the adult learner and the Supervising Administrator with the Supervising Administrator.

D. Complete the Written Observation Report on the Adult Learner

Complete the written *Observation Report Form* for each visit with the Adult Learner. Forward the Observation Reports to MTEC San Francisco Bay Area and to the Adult Learner by email. Invoice the MTEC San Francisco Bay Area on the *Observation Invoice Form* for each visit. Invoice the Adult Learner for travel reimbursement on the *Travel Reimbursement Form*.

E. Review the Adult Learner's Practicum Planning Journal, Practicum Reflection Journal, Competencies Journal, and Attendance forms.

At each practicum visit, review with the Adult Learner's Practicum Planning Journal & Practicum Reflection & Competencies Journal, and Attendance form.

F. Complete the Recommendation for Credential – Practicum

Complete the Recommendation for Credential – Practicum form by the end of the second May for the Adult Learner who has successfully completed the two years of Practicum.

4. The Adult Learner: Standards and Responsibilities:

A. Knowledge of Course Policies and Requirements of the Practicum

The Adult Learner is aware of all policies and requirements of the Practicum. The *Adult Learner Practicum Handbook* is the guide to knowing the policies and requirements.

In particular, be aware and focus upon the Administrator competencies. The competencies are the measure against which the Adult Learner is ultimately evaluated for American Montessori Society Administrator Credential.

B. Payment

Adult Learner satisfies financial obligations.

C. Practicum Site Agreement

The Adult Learner fulfills all duties and obligations listed in the agreement with the Practicum Site.

D. Communication

The Adult Learner notifies MTEC San Francisco Bay Area if opportunities for learning in the specified areas of competencies are not being provided at the Practicum Site.

Self-Directed and Out-of-Area Practicum Adult Learners contact the Practicum Coordinator once a month via a Zoom meeting. Additional contact is available as required.

E. Rights

The Adult Learner initiates grievance/problem-solving procedures to the program and MACTE Problem-Solving Committees in situations that warrant it.

F. Completion of Course Requirements

The Adult Learner fulfills all course requirements, including but not limited to:

- 1) Academic assignments and requirements, such as attendance, project papers, written tests, Observation Reports, and Year-long Project.
- 2) Practicum assignments and requirements, such as Practicum Planning Journal, Practicum Reflection Journal, Attendance, seminars, and Observation Reports.
- 3) Arrange for observation visits by the Field Consultant

G. Practicum Assessment

The Adult Learner is assessed in both Formative Assessments (2) each year, and the Summative Assessment (1) each year by the Supervising Administrator during the Practicum.

H. Time Limit

Adult Learner completes all course requirements (academic, practicum, and financial) within a one-year limit following the official end of the academic and practicum phase of the course for which the Adult Learner is enrolled. Special permission allows for an extension in rare situations. AMS membership must be active at the time of re-activation of the enrolment. Re-application fee (\$100.00) is required.

I. Professional Development

As of July 1, 2013 AMS requires that holders of AMS credentials issued on or after July 1, 2013 to complete fifty (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 credential-holder must keep a record of his or her professional development and be able to provide print or electronic verification of the event host, location, date, topic, presenter(s), and number of hours attended. For this purpose, the credential holder is welcome, but not required, to use the AMS Professional Development Form. To maintain an active credential, verification of professional development is to be submitted to AMS 30 days in advance of the 5-year anniversary of the issuance of the credential, and every 5 years thereafter.

5. Montessori Teacher Education Center San Francisco Bay Area: Standards and Responsibilities:

- A.** Administrator Practicum is two full academic year (2 sets of nine months), with the Adult Learner working at an approved Practicum Site under an approved Supervising Administrator, or in an approved self-directed practicum, for a minimum of three (3) hours a day, five (5) days a week, for 2 sets of nine (9) consecutive months.
- B.** No part of the Practicum may precede the beginning of the academic phase.
- C.** Inform the Supervising Administrator, Field Consultant, and Site Administrator of course content and expectations of the course concerning the Adult Learner's successful completion of the course.
- D.** Determine that each Site and Supervising Administrator's goals and expectations are compatible with those of the needs of the Adult Learner.
- E.** Provide written procedures available to Site, Supervising Administrator and Field Consultant for the grievance procedure.
- F.** Maintains contact with the Adult Learner. The Field Consultant provides a minimum of four (4) visits.
- G.** Requires satisfactory school performance, defined as regular attendance, demonstrable interest and initiative, show learning and critical thought of readings related to the field through school contributions, and mastery of school management principles and implementation of Montessori Principles and Montessori Curriculum.

APPENDIX A: Letter to the Site

Dear Practicum Site Administrator,

Thank you for accepting the administrative responsibility of being a practicum site for adult learner placement. Administratively there are three documents that we are required to have on file:

- 1. Completed Form D**
- 2. Current copy of the school's American Montessori Society (AMS) affiliation certificate, if applicable**
- 3. Signed and dated Agreement**

Your prompt completion and submission of the documents is appreciated and insures the practicum site will meet AMS requirements.

The *Administrator Practicum Handbook & Administrator Planning Journal* outlines the competencies to be developed over the coming year for the Adult Learner. Your Adult Learner will share these documents with you, or you may view / download them from the website: MontessoriTrainingUSA.com.

The Field Consultant will be making a minimum of four (4) visits to your school during the next two school years. Following each visit the Adult Learner and Field Consultant meet with you for an hour. Additionally, two days of release time are required for observation at other schools.

Thank you again for your support. We are looking forward to a mutually satisfying year of professional growth and development.

Sincerely,

Dr. Pamela Zell Rigg

**APPENDIX B:
SITE AGREEMENT**

FOR ADMINISTRATOR TO COMPLETE AND RETURN:

Adult Learner 's Name _____
Administrator's Name _____
Administrator's e-mail _____
School Name _____ Telephone _____
Address _____ City _____
State _____ Zip _____ e-mail _____

1. AMS Membership:
Has your school affiliated with AMS for the school year 202 – 202 ? **Yes / No**
2. Non-Discrimination Policy:
Does the school have a non-discriminatory policy for children & staff? **Yes / No**
3. Licensing:
Does your school have a California Community Care License or School registration code number? **Yes / No**
If yes, **License/Code #** _____ **Other State:** _____
4. School Policies:
Will the school communicate to the Adult Learner and the MTEC-SFBA in writing, its administrative policies and guidelines relating to the Adult Learner?
Yes / No
5. Job Description/Contract:
Does the school provide a job description and a contract of agreement acceptable to the site, the Adult Learner, and the teacher education program?
Yes / No
*If so, does the job description or agreement include the nature and type of remuneration provided to the Adult Learner? **Yes / No**
6. Cooperation with MTEC-SFBA:
Does the school agree to cooperate with the MTEC/SFBA in matters relating to the practicum such as two (2) release days and one-hour discussion time following each (4) visit by the Field Consultant? **Yes / No**
7. Janitorial Services:
The Adult Learner in their practicum phase cannot be asked to provide service to the school other than the listed employment responsibilities during practicum hours. Adult Learner may provide additional services outside the practicum hours, if agreed by both parties.
8. Age Range of Class:
Is there a full age span of children in the classrooms? **Yes / No**
9. Classroom Environments:
Do the classrooms have child-sized furnishing and a full array of recommended Montessori materials arranged on open shelves accessible to all students/ children? **Yes / No**
10. Supervision:
Does the Adult Learner have Supervising Administrator? **Yes / No**
Signature _____ Date _____

**APPENDIX C
FORM D: PRACTICUM SITE INFORMATION**

Name of Childhood Education Specialist Program: **Montessori Teacher Education Center San Francisco Bay Area**
Specialization of course: **Early Childhood Course**

A. Identification of Site:

Name of School _____ Telephone (____) _____

Address _____

Licensed by (list date of expiration and licensing agency, e.g., city of, county of, state department of):

Accreditation (agency, status, date)

Affiliations

Organization:

Public (Name of district/agency) _____

____ Private: ____ Nonprofit Corporation

____ Propriety (Owner's Name) _____

B. Personnel

Name, title of Chief Officer _____

Name, title of Administrative Head _____

Name, title of Academic Head _____

Enter the number of: Full-time Part-Time TOTAL

Directing Teachers: _____

Assisting teachers/aides: _____

Supportive Personnel: _____

C. Description of Service

Number of classrooms in your facility _____ License _____

Capacity _____

PROGRAM LEVEL _____ # of classes # of children Type of program

Infant (Birth-18 mo.) _____

Toddler (18 mo. - 3 yrs.) _____

Early Childhood (3-6 yrs.) _____

1st - level Elementary (6-9 yrs.) _____

2nd - level Elementary (9-12 yrs.) _____

Other _____

What kind of grouping is used within a class (e.g., vertical or un-graded, chronological or other)?

Further explanation/comments:

**APPENDIX D:
Supervising Administrator Letter**

Dear Supervising Administrator,

Thank you for agreeing to accept the supervisory responsibility for an Adult Learner for the coming year. The *Administrator Practicum Handbook*, *Administrator Planning Journal*, and *Administrator Practicum Reflection Journal* outline specific competencies to be developed by the Adult Learner during the next two years. The Adult Learner will share this handbook with you, or you may view/download it from the website: MontessoriTrainingUSA.com.

Weekly meetings are required so that understanding is achieved, and skills are developed through discussion of daily school events. The *Practicum Planning Journal* and *Practicum Reflection Journal* requires your signature at the completion of each week. These Journals which document your supervision of the Adult Learner.

Your *Formative Assessments* of the Adult Learner occurs in December and April, and the *Summative Assessment* occurs in May. The enclosed assessment forms may be used, or you may request the forms to be emailed to you so that the forms may be returned via email.

The Field Consultant visits a minimum of four (4) times during the two school years. Following each visit an hour of consultant time is needed with the Adult Learner and the Administrator. Please plan ahead for this release time. Also, if you have questions or concerns to be addressed, or if you have a particular focus for the visit, contact the Field Consultant prior to the visit.

I would like to remind you that the Adult Learner will need release time during the school year. Allow for two days of observation at other schools.

If I can be of service to you at any time during the year please do not hesitate to call. We are working toward the mutual goal of providing two satisfactory years of growth and development for the Adult Learner. I trust that in return you will receive knowledgeable, competent support at the school.

Thank you for assuming this supervisory responsibility. You are cordially invited to any of our seminars given during the two school years in acknowledgement of the wisdom and insight that you are providing to the Adult Learner.

Sincerely,

Dr. Pamela Zell Rigg, Program Director

Ann Rose Gavey, Administrator Course Coordinator

**APPENDIX E:
SUPERVISING ADMINISTRATOR INFORMATION AND AGREEMENT**

FOR SUPERVISING ADMINISTRATOR TO COMPLETE:

Adult Learner Name: _____

Name: _____ E-mail Address: _____

School: _____ Telephone Number: _____

- 1. Credential: Submit a Copy of your Montessori Administrator Credential.**
- 2. Experience: How many years have you been an Administrator? _____**
- 3. Approval: Administrators must be approved by the Administration Course Coordinator of MTEC-SFBA.**
- 4. Are you willing to provide Adult Learner experiences in the following areas?
Yes / No**

Leadership Skills

- 1a. Montessori Leadership Principles:
Demonstrate how Montessori principles are actualized in school leadership.
- 1b. Personal and Professional Growth:
Engage in personal and professional growth to support staff, faculty, and student success.
- 1c. Equity, Inclusiveness, and Cultural Responsiveness:
Understand and cultivate equitable practices, resources, and services that support equity.
- 1d. Ethics:
Model ethical behavior in personal conduct and advocate for ethical and legal decisions.

Faculty & Staff Management

- 2a. Onboarding Faculty & Staff
Understand and implement a system to develop the school's professional capacity through recruitment, hiring, and orientation of faculty and staff.
- 2b. Support for Faculty & Staff
Engage in mentoring and professional learning that is aligned to the school's philosophy to promote continuous improvement.
- 2c. Management of Faculty & Staff
Develop systems of evaluation, observation, support, and ongoing guidance of faculty & staff designed for school improvement and student success.

Educational Program

- 3a. **Montessori Philosophy**
Demonstrate an understanding of Montessori philosophy, methodology, and educational practice based on the developmental needs of children.
- 3b. **Montessori Curriculum**
Demonstrate an understanding of the Montessori curriculum at each age level its implementation, and expectations for Montessori teachers.
- 3c. **Educational Identity, Culture & Policies**
Implement and develop systems, policies, and procedures that support high-fidelity Montessori programs at all levels.
- 3d. **Community Engagement**
Engage and cultivate relationships with community members, partners, and families to enhance the school climate and culture.

Operations and Management

- 4a. **Finances and Fundraising**
Demonstrate knowledge of effective utilization of resources and fiscal management practices.
Demonstrate an understanding of the principles and practices in effective fundraising (annual fund, capital campaign) within a public, charter, or private Montessori school.
- 4b. **Facility Management and Environment Design**
Demonstrate an understanding of how indoor & outdoor environments are organized to support Montessori philosophy and support faculty to create and maintain positive Montessori learning environments.
- 4c. **Marketing, Enrollment and Retention**
Demonstrate the ability to develop and implement an effective and affordable plan to recruit and orient prospective families to the school's Montessori culture. Demonstrate the ability to develop and implement a system to encourage family retention.
- 4d. **Education Law**
Demonstrate knowledge of school/child-care governmental regulations and policies.
- 4e. **Principles and Leadership of Governance**
Demonstrate knowledge of the difference types of school governance (public, private for-profit, private nonprofit) and the role of an administrator within each governance structure.
- 4f. **Demonstrate an understanding of the role of strategic planning and the ability planning and the ability to utilize it for school improvement.**

5. Will you meet once a week to consult with the Adult Learner? **Yes / No**

6. Will you be able to meet monthly to assess progress in the above areas?
Yes/No

7. Will you be able to complete the practicum evaluation forms in December, April, & May? **Yes / No**
8. Will you be able communicate to MTEC-SFBA of any difficulties in professional performance of the Adult Learner? **Yes / No**
9. Attendance: Will you be at the school full time? **Yes / No**
10. How many Administrator Adult Learners are assigned to your school? _____

Signature: _____ Date _____

**APPENDIX F-1:
PRACTICUM FORMATIVE ASSESSMENT REPORT
BY SUPERVISING ADMINISTRATOR FOR SEMESTER I**

Supervising Administrator: _____
 Adult Learner's Name: _____ Date: _____
 e-mail address: _____
 School Site _____
 Address (Street) _____
 City, State, Zip _____ Telephone: (____) _____

Semester I, January Report

**0=No Opportunity to Observe 1=Weak 2=Adequate 3=Strong
 4=Outstanding**

| I. Leadership Skills | Score |
|---|------------------|
| 1b. Engages in personal and professional growth to support staff, faculty, and student success. | 0 1 2 3 4 |

| II. Faculty & Staff Management | Score |
|--|------------------|
| 2a. Understands and implements a system to develop the school's professional capacity through recruitment, hiring, and orientation of faculty and staff. | 0 1 2 3 4 |
| 2b. Engages in mentoring and professional learning that is aligned to the school's philosophy to promote continuous improvement. | 0 1 2 3 4 |
| 2c. Develops systems of evaluation, observation, support, and ongoing guidance of faculty & staff designed for school improvement and student success. | 0 1 2 3 4 |

| III. Educational Program | Score |
|---|------------------|
| 3a. Demonstrates an understanding of Montessori philosophy, methodology, and educational practice based on the developmental needs of children. | 0 1 2 3 4 |
| 3b. Demonstrates an understanding of the Montessori curriculum at Each age level its implementation, and expectations for Montessori teachers. | 0 1 2 3 4 |
| 3c. Implements and develops systems, policies, and procedures that support high-fidelity Montessori programs at all levels. | 0 1 2 3 4 |

| Operations and Management | | Score | | | | |
|----------------------------------|---|--------------|---|---|---|---|
| 4b. | Demonstrates an understanding of how indoor & outdoor environments are organized to support Montessori philosophy and support faculty to create and maintain positive Montessori learning environments. | 0 | 1 | 2 | 3 | 4 |
| 4d. | Demonstrates knowledge of school/child-care governmental Regulations and policies. | 0 | 1 | 2 | 3 | 4 |
| 4e. | Demonstrates knowledge of the difference types of school governance (public, private for-profit, private nonprofit) and the role of an administrator within each governance structure. | 0 | 1 | 2 | 3 | 4 |
| 4f. | Demonstrates an understanding of the role of strategic planning and the ability planning and the ability to utilize it for school improvement. | 0 | 1 | 2 | 3 | 4 |

ADDITIONAL COMMENTS/RECOMMENDATIONS:

**APPENDIX F-2
PRACTICUM FORMATIVE ASSESSMENT REPORT
BY SUPERVISING ADMINISTRATOR FOR SEMESTER II**

Supervising Administrator: _____
 Adult Learner's Name: _____ Date: _____
 e-mail address: _____
 School Site _____
 Address (Street) _____
 City, State, Zip _____ Telephone: (____) _____

Semester II, June Report

**0=No Opportunity to Observe 1=Weak 2=Adequate 3=Strong
 4=Outstanding**

| I. Leadership Skills | Score |
|--|------------------|
| 1a. Demonstrates how Montessori principles are actualized in school leadership. | 0 1 2 3 4 |
| 1c. Understands and cultivates equitable practices, resources, and Services that support equity. | 0 1 2 3 4 |
| 1d. Models ethical behavior in personal conduct and advocate for ethical and legal decisions | 0 1 2 3 4 |

| II. Faculty & Staff Management | Score |
|--|------------------|
| 2a. Understands and implements a system to develop the school's professional capacity through recruitment, hiring, and orientation of faculty and staff. | 0 1 2 3 4 |
| 2b. Engages in mentoring and professional learning that is aligned to the school's philosophy to promote continuous improvement. | 0 1 2 3 4 |
| 2c. Develops systems of evaluation, observation, support, and ongoing guidance of faculty & staff designed for school improvement and student success. | 0 1 2 3 4 |

| III. Educational Program | Score |
|---|------------------|
| 3a. Demonstrates an understanding of Montessori philosophy, methodology, and educational practice based on the developmental needs of children. | 0 1 2 3 4 |
| 3b. Demonstrates an understanding of the Montessori curriculum at Each age level its implementation, and expectations for Montessori teachers. | 0 1 2 3 4 |

| | |
|--|-----------|
| | |
| 3c. Implements and develops systems, policies, and procedures that support high-fidelity Montessori programs at all levels. | 0 1 2 3 4 |
| 3d. Engages and cultivates relationships with community members, partners, and families to enhance the school climate and culture. | 0 1 2 3 4 |

| Operations and Management | | Score |
|---|--|--------------|
| 4b. Demonstrates an understanding of how indoor & outdoor environments are organized to support Montessori philosophy and support faculty to create and maintain positive Montessori learning environments. | | 0 1 2 3 4 |
| 4c. Demonstrates the ability to develop and implement an effective and affordable plan to recruit and orient prospective families to the school's Montessori culture. Demonstrates the ability to develop and implement a system to encourage family retention. | | 0 1 2 3 4 |
| 4e. Demonstrates knowledge of the difference types of school governance (public, private for-profit, private nonprofit) and the role of an administrator within each governance structure. | | 0 1 2 3 4 |
| 4f. Demonstrates an understanding of the role of strategic planning and the ability planning and the ability to utilize it for school improvement. | | 0 1 2 3 4 |

ADDITIONAL COMMENTS/RECOMMENDATIONS:

**APPENDIX F-3
PRACTICUM FORMATIVE ASSESSMENT REPORT
BY SUPERVISING ADMINISTRATOR FOR SEMESTER III**

Supervising Administrator: _____
 Adult Learner's Name: _____ Date: _____
 e-mail address: _____
 School Site _____
 Address (Street) _____
 City, State, Zip _____ Telephone: (____) _____

Semester III, January Report

**0=No Opportunity to Observe 1=Weak 2=Adequate 3=Strong
 4=Outstanding**

| I. Leadership Skills | Score |
|--|------------------|
| 1a. Demonstrates how Montessori principles are actualized in school leadership. | 0 1 2 3 4 |
| 1c. Understands and cultivates equitable practices, resources, and Services that support equity. | 0 1 2 3 4 |
| 1d. Models ethical behavior in personal conduct and advocate for ethical and legal decisions | 0 1 2 3 4 |

| II. Faculty & Staff Management | Score |
|--|------------------|
| 2b. Engages in mentoring and professional learning that is aligned to the school's philosophy to promote continuous improvement. | 0 1 2 3 4 |
| 2c. Develops systems of evaluation, observation, support, and ongoing guidance of faculty & staff designed for school improvement and student success. | 0 1 2 3 4 |

| III. Educational Program | Score |
|---|------------------|
| 3a. Demonstrates an understanding of Montessori philosophy, methodology, and educational practice based on the developmental needs of children. | 0 1 2 3 4 |
| 3b. Demonstrates an understanding of the Montessori curriculum at Each age level its implementation, and expectations for Montessori teachers. | 0 1 2 3 4 |
| 3c. Implements and develops systems, policies, and procedures that support high-fidelity Montessori programs at all levels. | 0 1 2 3 4 |

| Operations and Management | Score |
|--|--------------|
| 4a. Demonstrates knowledge of effective utilization of resources and fiscal management practices. Demonstrates an understanding of the principles and practices in effective fundraising (annual fund, capital campaign) within a public, charter, or private Montessori school. | 0 1 2 3 4 |
| 4b. Demonstrates an understanding of how indoor & outdoor environments are organized to support Montessori philosophy and support faculty to create and maintain positive Montessori learning environments. | 0 1 2 3 4 |
| 4c. Demonstrates the ability to develop and implement an effective and affordable plan to recruit and orient prospective families to the school's Montessori culture. Demonstrates the ability to develop and implement a system to encourage family retention. | 0 1 2 3 4 |
| 4f. Demonstrates an understanding of the role of strategic planning and the ability planning and the ability to utilize it for school improvement. | 0 1 2 3 4 |

ADDITIONAL COMMENTS/RECOMMENDATIONS:

**APPENDIX F-4:
PRACTICUM FORMATIVE ASSESSMENT REPORT
BY SUPERVISING ADMINISTRATOR FOR SEMESTER IV**

Supervising Administrator: _____
 Adult Learner's Name: _____ Date: _____
 e-mail address: _____
 School Site _____
 Address (Street) _____
 City, State, Zip _____ Telephone: (____) _____

Semester IV, June Report

INDICATE YOUR RATING BY CIRCLING A NUMBER IN THE LEFT COLUMN.
 PLEASE CIRCLE ONLY ONE FOR EVERY ITEM.

**0=No Opportunity to Observe 1=Weak 2=Adequate 3=Strong
 4=Outstanding**

| II. Faculty & Staff Management | Score |
|--|------------------|
| 2b. Engages in mentoring and professional learning that is aligned to the school's philosophy to promote continuous improvement. | 0 1 2 3 4 |
| 2c. Develops systems of evaluation, observation, support, and ongoing guidance of faculty & staff designed for school improvement and student success. | 0 1 2 3 4 |

| III. Educational Program | Score |
|---|------------------|
| 3a. Demonstrates an understanding of Montessori philosophy, methodology, and educational practice based on the developmental needs of children. | 0 1 2 3 4 |
| 3b. Demonstrates an understanding of the Montessori curriculum at Each age level its implementation, and expectations for Montessori teachers. | 0 1 2 3 4 |
| 3c. Implements and develops systems, policies, and procedures that support high-fidelity Montessori programs at all levels. | 0 1 2 3 4 |
| 3d. Engages and cultivates relationships with community members, partners, and families to enhance the school climate and culture. | 0 1 2 3 4 |

| Operations and Management | Score |
|--|--------------|
| 4a. Demonstrates knowledge of effective utilization of resources and fiscal management practices. Demonstrates an understanding of the principles and practices in effective fundraising (annual fund, capital campaign) within a public, charter, or private Montessori school. | 0 1 2 3 4 |
| 4b. Demonstrates an understanding of how indoor & outdoor environments are organized to support Montessori philosophy and support faculty to create and maintain positive Montessori learning environments. | 0 1 2 3 4 |
| 4c. Demonstrates the ability to develop and implement an effective and affordable plan to recruit and orient prospective families to the school's Montessori culture. Demonstrates the ability to develop and implement a system to encourage family retention. | 0 1 2 3 4 |
| 4e. Demonstrates knowledge of the difference types of school governance (public, private for-profit, private nonprofit) and the role of an administrator within each governance structure. | 0 1 2 3 4 |

ADDITIONAL COMMENTS/RECOMMENDATIONS:

**APPENDIX H
FIELD CONSULTANT
INFORMATION AND AGREEMENT**

For Field Consultant to Complete:

Name: _____

Telephone: _____

Address: _____

Telephone: _____ (W) _____ (H) _____

Adult Learner _____

e-mail _____

1. Where and when did you receive your Montessori Administrator credential?

Where: _____ When: _____

2. How many years have you been an Administrator at a Montessori school?

Years: _____

3. Will you be available to visit the Adult Learner four (4) times during the two school years? A minimum of 2 ½ hours per visit? To consult with the Adult Learner?

___ Yes ___ No

4. Are you willing to complete the Field Consultant Reports and submit them to MTEC/SFBA after each practicum visit?

___ Yes ___ No

5. Are you willing to assist the Adult Learner in discussion regarding:

| | | |
|--------------------------------|---------|--------|
| Leadership Skills | ___ Yes | ___ No |
| Faculty & Staff Management | ___ Yes | ___ No |
| School's Educational Program | ___ Yes | ___ No |
| School Operations & Management | ___ Yes | ___ No |

Signature

Date

**APPENDIX I-1:
FIELD CONSULTANT REPORT
SEMESTER I - REPORT #1**

Adult Learner: _____ School: _____
 Date of Observation _____ Time: _____ to _____
 Name of Consultant _____

Mark: 1 = Acceptable. 2 = Needs Attention)

| I. Leadership Skills | Comments | Score |
|---|-----------------|--------------|
| 1b. Discusses and demonstrates personal and professional growth to support staff, faculty, and student success. | | 1 2 |

| 2. Faculty & Staff Management | Comments | Score |
|---|-----------------|--------------|
| 2a. Exhibits an understanding and implementation of a system to develop school's professional capacity through recruitment, hiring, and orientation of faculty and staff. | | 1 2 |
| 2b. Engages in mentoring and professional learning that is aligned to the school's philosophy to promote continuous improvement. | | 1 2 |
| 2c. Develops systems of evaluation, observation, support, and ongoing guidance of faculty & staff designed for school improvement and student success. | | 1 2 |

| 3. Educational Program | Comments | Score |
|---|-----------------|--------------|
| 3a. Demonstrates an understanding of Montessori philosophy, methodology, and educational practice based on the developmental needs of children. | | 1 2 |
| 3b. Demonstrates an understanding of the | | 1 2 |

| | | |
|---|--|-----|
| Montessori curriculum at each age level its implementation, and expectations for Montessori teachers. | | |
| 3c. Implements and develops systems, policies, and procedures that support high-fidelity Montessori programs at all levels. | | 1 2 |

| 4. | Comments | Score |
|---|----------|-------|
| 4b. Demonstrates an understanding of how indoor & outdoor environments are organized to support Montessori philosophy and support faculty to create and maintain positive Montessori learning environments. | | 1 2 |
| 4d. Demonstrates knowledge of the difference types of school governance (public, private for-profit, private nonprofit) and the role of an administrator within each governance structure. | | |
| 4e. Demonstrates knowledge of the difference types of school governance (public, private for-profit, private nonprofit) and the role of an administrator within each governance structure. | | |
| 4f. Demonstrates an understanding of the role of strategic planning and the ability planning and the ability to utilize it for school improvement. | | |

E. Review the Competency entries in the Practicum Reflection Journal & Practicum Planning Journal of the Adult Learner:

G. Determine Supervising Administrator's goals for the Adult Learner:

H. Determine Adult Learner's goals for self:

ADDITIONAL COMMENTS/RECOMMENDATIONS:

Signature of Field Consultant: _____

Signature of Adult Learner: _____

**APPENDIX I-2:
FIELD CONSULTANT REPORT
SEMESTER II - REPORT #2**

Adult Learner: _____ School: _____
 Date of Observation _____ Time: _____ to _____
 Name of Consultant _____

Mark: 1 = Acceptable. 2 = Needs Attention)

| I. Leadership Skills | Comments | Score |
|--|-----------------|--------------|
| 1a. Discusses and demonstrates Montessori principles as they are actualized in school leadership. | | 1 2 |
| 1c. Demonstrates and understands equitable practices, resources, and services that support equity. | | 1 2 |
| 1d. Cites examples of Modeling ethical behavior in personal conduct and advocate for ethical and legal decisions | | 1 2 |

| 2. Faculty & Staff Management | Comments | Score |
|---|-----------------|--------------|
| 2a. Exhibits an understanding and implementation of a system to develop school's professional capacity through recruitment, hiring, and orientation of faculty and staff. | | 1 2 |
| 2b. Engages in mentoring and professional learning that is aligned to the school's philosophy to promote continuous improvement. | | 1 2 |
| 2c. Develops systems of evaluation, observation, support, and ongoing guidance of faculty & staff designed for school improvement and student success. | | 1 2 |

| 3. Educational Program | Comments | Score |
|--|-----------------|--------------|
| 3a. Demonstrates an understanding of Montessori philosophy, methodology, and | | 1 2 |

| | | |
|---|-----------------|--------------|
| educational practice based on the developmental needs of children. | | |
| 3b. Demonstrates an understanding of the Montessori curriculum at each age level its implementation, and expectations for Montessori teachers. | | 1 2 |
| 3c. Implements and develops systems, policies, and procedures that support high-fidelity Montessori programs at all levels. | | 1 2 |
| 3d. Engages and cultivates relationships with community members, partners, and families to enhance the school climate and culture. | | 1 2 |
| 4. | Comments | Score |
| 4b. Demonstrates an understanding of how indoor & outdoor environments are organized to support Montessori philosophy and support faculty to create and maintain positive Montessori learning environments. | | 1 2 |
| 4c. Demonstrates the ability to develop and implement an effective and affordable plan to recruit and orient prospective families to the school's Montessori culture. Demonstrates the ability to develop and implement a system to encourage family retention. | | 1 2 |
| 4e. Demonstrates knowledge of the difference types of school governance (public, private for-profit, private nonprofit) and the role of an administrator within each governance structure. | | |
| 4f. Demonstrates an understanding of the role of strategic planning and the ability planning and the ability to utilize it for school improvement. | | |

E. Review the Competency entries in the Practicum Reflection Journal & Practicum Planning Journal of the Adult Learner:

G. Determine Supervising Administrator's goals for the Adult Learner:

H. Determine Adult Learner's goals for self:

ADDITIONAL COMMENTS/RECOMMENDATIONS:

Signature of Field Consultant: _____

Signature of Adult Learner: _____

**APPENDIX I-3:
FIELD CONSULTANT REPORT
SEMESTER III - REPORT #3**

Adult Learner: _____ School: _____
 Date of Observation _____ Time: _____ to _____
 Name of Consultant _____

Mark: 1 = Acceptable. 2 = Needs Attention)

| I. Leadership Skills | Comments | Score |
|--|-----------------|--------------|
| 1a. Discusses and demonstrates Montessori principles as they are actualized in school leadership. | | 1 2 |
| 1c. Demonstrates and understands equitable practices, resources, and services that support equity. | | 1 2 |
| 1d. Cites examples of Modeling ethical behavior in personal conduct and advocate for ethical and legal decisions | | 1 2 |

| 2. Faculty & Staff Management | Comments | Score |
|--|-----------------|--------------|
| 2b. Engages in mentoring and professional learning that is aligned to the school's philosophy to promote continuous improvement. | | 1 2 |
| 2c. Develops systems of evaluation, observation, support, and ongoing guidance of faculty & staff designed for school improvement and student success. | | 1 2 |

| 3. Educational Program | Comments | Score |
|---|-----------------|--------------|
| 3a. Demonstrates an understanding of Montessori philosophy, methodology, and educational practice based on the developmental needs of children. | | 1 2 |
| 3b. Demonstrates an understanding of the Montessori curriculum at each age level its | | 1 2 |

| | | |
|--|-----------------|--------------|
| implementation, and expectations for Montessori teachers. | | |
| 3c. Implements and develops systems, policies, and procedures that support high-fidelity Montessori programs at all levels. | | 1 2 |
| 4. | Comments | Score |
| 4a. Demonstrates knowledge of effective utilization of resources and fiscal management practices. Demonstrates an understanding of the principles and practices in effective fundraising (annual fund, capital campaign) within a public, charter, or private Montessori school. | | 1 2 |
| 4b. Demonstrates an understanding of how indoor & outdoor environments are organized to support Montessori philosophy and support faculty to create and maintain positive Montessori learning environments. | | 1 2 |
| 4f. Demonstrates an understanding of the role of strategic planning and the ability planning and the ability to utilize it for school improvement. | | |

E. Review the Competency entries in the Practicum Reflection Journal & Practicum Planning Journal of the Adult Learner:

G. Determine Supervising Administrator's goals for the Adult Learner:

H. Determine Adult Learner's goals for self:

ADDITIONAL COMMENTS/RECOMMENDATIONS:

Signature of Field Consultant: _____

Signature of Adult Learner: _____

**APPENDIX I-4:
FIELD CONSULTANT REPORT
SEMESTER IV - REPORT #4**

Adult Learner: _____ School: _____
 Date of Observation _____ Time: _____ to _____
 Name of Consultant _____

Mark: 1 = Acceptable. 2 = Needs Attention)

| 2. Faculty & Staff Management | Comments | Score |
|--|-----------------|--------------|
| 2b. Engages in mentoring and professional learning that is aligned to the school's philosophy to promote continuous improvement. | | 1 2 |
| 2c. Develops systems of evaluation, observation, support, and ongoing guidance of faculty & staff designed for school improvement and student success. | | 1 2 |

| 3. Educational Program | Comments | Score |
|---|-----------------|--------------|
| 3a. Demonstrates an understanding of Montessori philosophy, methodology, and educational practice based on the developmental needs of children. | | 1 2 |
| 3b. Demonstrates an understanding of the Montessori curriculum at each age level its implementation, and expectations for Montessori teachers. | | 1 2 |
| 3c. Implements and develops systems, policies, and procedures that support high-fidelity Montessori programs at all levels. | | 1 2 |
| 3d. Engages and cultivates relationships with community members, partners, and families to enhance the school climate and culture. | | 1 2 |
| 4. | Comments | Score |

| | | |
|---|--|------------|
| <p>4a. Demonstrates knowledge of effective utilization of resources and fiscal management practices. Demonstrates an understanding of the principles and practices in effective fundraising (annual fund, capital campaign) within a public, charter, or private Montessori school.</p> | | <p>1 2</p> |
| <p>4b. Demonstrates an understanding of how indoor & outdoor environments are organized to support Montessori philosophy and support faculty to create and maintain positive Montessori learning environments.</p> | | <p>1 2</p> |
| <p>4c. Demonstrates the ability to develop and implement an effective and affordable plan to recruit and orient prospective families to the school's Montessori culture. Demonstrates the ability to develop and implement a system to encourage family retention.</p> | | <p>1 2</p> |
| <p>4e. Demonstrates knowledge of the difference types of school governance (public, private for-profit, private nonprofit) and the role of an administrator within each governance structure.</p> | | |

E. Review the Competency entries in the Practicum Reflection Journal & Practicum Planning Journal of the Adult Learner:

G. Determine Supervising Administrator's goals for the Adult Learner:

H. Determine Adult Learner's goals for self:

ADDITIONAL COMMENTS/RECOMMENDATIONS:

Signature of Field Consultant: _____

Signature of Adult Learner: _____

APPENDIX J ADULT LEARNER RESPONSIBILITIES

The Adult Learner is responsible for:

1. Knowing all policies and requirements of the MTEC-SFBA.
2. Agreed upon timely payment of all financial obligations to MTEC-SFBA.
3. Fulfilling all duties and obligations listed in the Practicum Site Agreement.
4. Satisfying all aspects of the Practicum.
5. Satisfying the communication responsibilities during the Practicum.

Supervised Practicum: Initiate monthly contract with a Field Consultant of MTEC-SFBA.

Supervised and Self-Directed: Contact the Field Consultant several days prior to A Field Consultant visit to discuss details of the visit.

6. Notifying a MTEC-SFBA if and when the opportunities for learning in specified areas are not being provided by the Practicum Site.
7. Initiating any grievance or problem-solving action in accordance with the MTEC SFBA procedures.
8. Fulfilling all course requirements, with the understanding that MTEC-SFBA are the final judges in such matters.
9. Completing all course requirements and meeting MACTE competencies within a two-year limit from the time of completion of the last academic class. Exceptions will be made on an individual basis.

**APPENDIX K:
ADULT LEARNER CONDUCT/CODE OF CONDUCT:**

The Adult Learner is expected to maintain a professional behavior throughout the practicum. A Professional Code of Ethics underpins behavior. During the practicum the Professional Code of Ethics is developed. If a situation arises the Supervising Administrator speaks to the Adult Learner to establish an understanding of acceptable behavior. If this does not produce the desired effect, the Supervising Administrator contacts the MTEC/SFBA to decide the appropriate action in the particular case. Situations shall be dealt with on an individual basis. Unprofessional behavior is unacceptable. MTEC/SFBA is ultimately responsible for the action taken with the Adult Learner.

Note:

1. Promptness is expected at the beginning of the School day and any break.
2. During mid-morning or mid-afternoon break is the proper time for the Adult Learner to snack, go to the bathroom, etc. Leaving during class time is NOT acceptable.
3. During class time do not engage in discussion with the teaching staff. If there is something to discuss, then share it at the appropriate time.
4. Eating is not permitted during work time.
5. No smoking on school premises.
6. Appropriate attire as prescribed by the School Site.

APPENDIX L
Student Rights and Responsibilities

1. **KNOWLEDGE OF PRACTICUM POLICIES AND REQUIREMENTS:** The Intern is responsible for awareness of all policies and requirements of the Practicum.
2. **PAYMENT:** The Intern must satisfy financial obligations to MTEC/SFBA.
3. **PRACTICUM SITE AGREEMENT:** The Intern must fulfill all duties and obligations listed in the agreement with the Practicum Site.
4. **COMMUNICATION:** It is the responsibility of the student to notify the MTEC/SFBA if opportunities for learning in the specified areas are not being provided at the practicum site.
5. **RIGHTS:** It is the responsibility of the Intern to initiate grievance/problem-solving procedures to the program and Problem-Solving Committees in situations that warrant it.
6. **COMPLETION OF PRACTICUM REQUIREMENTS:** The Intern must fulfill all practicum requirements, including but not limited to:
 - a. Practicum assignments and requirements, such as seminars, observations, assignments, and Practicum Planning Journals, and Practicum Reflection Journal & Competencies Portfolio are maintained.

TIME LIMIT: Intern must satisfactorily complete all course requirements--academic, practicum, and financial--within a two-year time period following the program's official end of the academic phase for which the Student was enrolled.

APPENDIX M

**Montessori Teacher Education Center San Francisco Bay Area
Administrative Office:
101 Callan Avenue, Suite 420, San Leandro, CA 94577**

Complaint/Concern Notification

Date: _____ Name: _____

-

Program: _____ Early Childhood

I have the following concern:

Official receiving the concern/complaint: _____

Action taken by the Center: _____

-

Center Official Signature: _____

APPENDIX N:

**Montessori Teacher Education Center San Francisco Bay Area
Administrative Office:
101 Callan Avenue, Suite 420, San Leandro, CA 94577**

Mileage Reimbursement Form

Date: _____

Adult Learner Name: _____

Field Consultant's Name: _____

Course: _____ Infant and Toddler _____ Early Childhood
 _____ Elementary Level I _____ Elementary Level II
 _____ Administration

Transportation costs arising out of the Practicum are the obligations of the Adult Learner.

Transportation costs are calculated at the federal rate per mile from the MTEC San Francisco Bay Area or the Field Consultant's home, whichever is closer, to the Adult Learner's Practicum Site.

Payment is calculated on the first visit for the two (2) Field Consultant visits for that year. The payment is made directly to the Field Consultant at the time of the first visit.

Departure Point: _____

Practicum School Site: _____

Total Miles One Way: _____ x = _____ cents x 2 (Round Trip) = _____ One Visit

\$ _____ x 3 Visits = _____ Total for Three Visits

Signature: _____ Date: _____

APPENDIX O:
Adult Learner Observation Reports

**SCHOOL OBSERVATION
CIRCLE REPORT: 1 or 2**

Name of School: _____
Age Range of Students: _____ Number of Students: _____
Number of Classrooms: _____ Date of Observation: _____

I. Leadership Skills

1a. Montessori principles are actualized in the school leadership: **(1 or 2)**:

1b. Personal and professional growth is supported in the staff and faculty: **(1 or 2)**:

1c. Ethical behavior is a value at the school for the faculty and the students:

**APPENDIX O:
Adult Learner Observation Report**

**SCHOOL OBSERVATION
CIRCLE REPORT: 1 or 2**

Name of School: _____
Age Range of Students: _____ Number of Students: _____
Number of Classrooms: _____ Date of Observation: _____

| II. Faculty & Staff Management | |
|---|--|
| 2a. | Processes and systems are established for recruitment, hiring, and orientation of faculty and staff. Recruitment (1 or 2): Hiring (1 or 2): Orientation(1 or 2): |
| 2b.& 2c. | Assessment and mentoring of teaching staff: Assessment (1 or 2): Mentoring (1 or 2): |

III. Educational Program

3a. How are Montessori philosophy, methodology, and educational practice implemented at the school? See 1a.

3b. What is the Montessori curriculum at the age level served at this school?

What are the credential levels, educational background & professional development expectations for the (Montessori) teachers?

3c. What systems, policies, and procedures are established at the school to support high-fidelity Montessori classrooms

3d. What engagement is cultivated with community members, partners, and families to enhance the school climate and culture.

Operations and Management

4a. How are financial resources allocated? By percentages of income?
What is the budget process?

What fundraising events are annual, or that are being considered?

4b. How is the indoor environment organized to support the Montessori philosophy and learning environment?

How is the outdoor environment organized to support the Montessori philosophy and learning environment?

4c. How do you recruit and orient prospective families to the school's Montessori culture?

What is your system to encourage family retention?

4d. What governmental regulations and policies impact you?

4e. What type of school (public, private for-profit, private nonprofit) is this school?
How does this structure affect your role as administrator/director?

4f. Does your school have a strategic planning? How do you use the strategic plan to improve your school?

APPENDIX P
ADMINISTRATOR ASSESSMENT OF GRADUATE ADMINISTRATION COURSE

Adult Learner: _____ School: _____

Dear Administrator,

As part of the assessment of our administrator preparation course we must gather feedback to determine if our graduates meet the competencies established by our accrediting agency. We are most grateful for your feedback on the success of the Administration Course using the competencies.

Scoring Criteria (circle 1, 2, 3, 4, or 5):

1=Excellent 2=Very Good 3=Average 4=Poor 5=Nonexistent

| 1. LEADERSHIP SKILLS | Score |
|---|--------------|
| Demonstrates knowledge of and implements Montessori Philosophy with a focus on the early childhood years. (1a) | 1 2 3 4 5 |
| Comprehends/utilizes an understanding of the stages of human growth/ development with an emphasis for two & a half (2 ½) through six (6) years of age. (1b) | 1 2 3 4 5 |
| Demonstrates knowledge of cosmic education. (1c) | 1 2 3 4 5 |
| Demonstrates knowledge of peace education. (1c) | 1 2 3 4 5 |
| Demonstrates knowledge of practical life curriculum. (1c) | 1 2 3 4 5 |
| Demonstrates knowledge of the arts. (1c) | 1 2 3 4 5 |
| Demonstrates knowledge of fine and gross motor skills. (1c) | 1 2 3 4 5 |
| Demonstrates knowledge of community resources for learning. (1d) | 1 2 3 4 5 |

| 2. FACULTY & STAFF MANAGEMENT | Score |
|--|--------------|
| Understands and correctly uses the Montessori materials. (2a) | 1 2 3 4 5 |
| Understands and implements the scope and sequence of each curriculum area. (2b) | 1 2 3 4 5 |
| Understands & implements the prepared environment. (2c) | 1 2 3 4 5 |
| 3. EDUCATIONAL PROGRAM | Score |
| Understands the need for parent/teacher/family/ community partnership & implement this partnership. (2d) | 1 2 3 4 5 |
| Understands the purpose and methods of observation, and implements a record keeping system. (2e) | 1 2 3 4 5 |
| Understands the need for planning of instruction, and has a planning | 1 2 3 4 5 |

| | |
|--|------------------|
| journal. (2f) | |
| Understands assessment and documentation, and has a system for assessment and documentation. (2g) | 1 2 3 4 5 |
| Understands the need for reflective practices, and documents this practice. (2h) | 1 2 3 4 5 |
| Understands the need for support and intervention for learning differences, and shows evidence of this. (2i) | 1 2 3 4 5 |

| 4. OPERATIONS AND MANAGEMENT | Score |
|--|------------------|
| 4a. Demonstrates knowledge of effective utilization of resources and fiscal management practices. Demonstrates an understanding of the principles and practices in effective fundraising (annual fund, capital campaign) within a public, charter, or private Montessori school. | 1 2 3 4 5 |
| 4b. Demonstrates an understanding of how indoor & outdoor environments are organized to support Montessori philosophy and support faculty to create and maintain positive Montessori learning environments. | 1 2 3 4 5 |
| 4c. Demonstrates the ability to develop and implement an effective and affordable plan to recruit and orient prospective families to the school's Montessori culture. Demonstrates the ability to develop and implement a system to encourage family retention. | 1 2 3 4 5 |
| 4d. Demonstrates knowledge of the difference types of school governance (public, private for-profit, private nonprofit) and the role of an administrator within each governance structure. | 1 2 3 4 5 |
| 4e. Demonstrates knowledge of the difference types of school governance (public, private for-profit, private nonprofit) and the role of an administrator within each governance structure. | 1 2 3 4 5 |
| 4f. Demonstrates an understanding of the role of strategic planning and the ability planning and the ability to utilize it for school improvement. | 1 2 3 4 5 |

APPENDIX Q
GRADUATE SELF-ASSESSMENT ADMINISTRATION COURSE

Adult Learner: _____ School: _____

Dear Graduate,

As part of the assessment of our teacher preparation course we must gather feedback to determine if our graduates meet the competencies established by our accrediting agency. We are most grateful for your feedback on the success of the Early Childhood training using the competencies.

Scoring Criteria (circle 1, 2, 3, 4, or 5):

1=Excellent 2=Very Good 3=Average 4=Poor 5=Nonexistent

| 1. LEADERSHIP SKILLS | Score |
|---|------------------|
| Demonstrates knowledge of and implements Montessori Philosophy with a focus on the early childhood years. (1a) | 1 2 3 4 5 |
| Comprehends/utilizes an understanding of the stages of human growth/ development with an emphasis for two & a half (2 ½) through six (6) years of age. (1b) | 1 2 3 4 5 |
| Demonstrates knowledge of cosmic education. (1c) | 1 2 3 4 5 |
| Demonstrates knowledge of peace education. (1c) | 1 2 3 4 5 |
| Demonstrates knowledge of practical life curriculum. (1c) | 1 2 3 4 5 |
| Demonstrates knowledge of the arts. (1c) | 1 2 3 4 5 |
| Demonstrates knowledge of fine and gross motor skills. (1c) | 1 2 3 4 5 |
| Demonstrates knowledge of community resources for learning. (1d) | 1 2 3 4 5 |

| 2. FACULTY & STAFF MANAGEMENT | Score |
|--|------------------|
| Understands and correctly uses the Montessori materials. (2a) | 1 2 3 4 5 |
| Understands and implements the scope and sequence of each curriculum area. (2b) | 1 2 3 4 5 |
| Understands & implements the prepared environment. (2c) | 1 2 3 4 5 |
| 3. EDUCATIONAL PROGRAM | Score |
| Understands the need for parent/teacher/family/ community partnership & implement this partnership. (2d) | 1 2 3 4 5 |
| Understands the purpose and methods of observation, and implements a record keeping system. (2e) | 1 2 3 4 5 |
| Understands the need for planning of instruction, and has a planning journal. (2f) | 1 2 3 4 5 |
| Understands assessment and documentation, and has a system for assessment and documentation. (2g) | 1 2 3 4 5 |

| | | | | | |
|--|---|---|---|---|---|
| Understands the need for reflective practices, and documents this practice. (2h) | 1 | 2 | 3 | 4 | 5 |
| Understands the need for support and intervention for learning differences, and shows evidence of this. (2i) | 1 | 2 | 3 | 4 | 5 |

| 4. OPERATIONS AND MANAGEMENT | Score | | | | |
|--|--------------|---|---|---|---|
| 4a. Demonstrates knowledge of effective utilization of resources and fiscal management practices. Demonstrates an understanding of the principles and practices in effective fundraising (annual fund, capital campaign) within a public, charter, or private Montessori school. | 1 | 2 | 3 | 4 | 5 |
| 4b. Demonstrates an understanding of how indoor & outdoor environments are organized to support Montessori philosophy and support faculty to create and maintain positive Montessori learning environments. | 1 | 2 | 3 | 4 | 5 |
| 4c. Demonstrates the ability to develop and implement an effective and affordable plan to recruit and orient prospective families to the school's Montessori culture. Demonstrates the ability to develop and implement a system to encourage family retention. | 1 | 2 | 3 | 4 | 5 |
| 4d. Demonstrates knowledge of the difference types of school governance (public, private for-profit, private nonprofit) and the role of an administrator within each governance structure. | 1 | 2 | 3 | 4 | 5 |
| 4e. Demonstrates knowledge of the difference types of school governance (public, private for-profit, private nonprofit) and the role of an administrator within each governance structure. | 1 | 2 | 3 | 4 | 5 |
| 4f. Demonstrates an understanding of the role of strategic planning and the ability planning and the ability to utilize it for school improvement. | 1 | 2 | 3 | 4 | 5 |

APPENDIX R

GRADUATE EMPLOYMENT SELF-REPORTING

For the Bureau of Private Postsecondary Education (BPPE):

1. Are you or will you be shortly employed as a Montessori Administrator

Yes No

2. Check one:

working less than 32 hours

working 32 hours or more

3. What is your employment title?

Administrator

Director

Other: _____

4. Yearly salary?

\$15,000 - \$20,000

\$ 20,000 - \$25,000

\$ 25,000 - \$30,000

\$ 30,000 - \$35,000

\$ 35,000 - \$40,000

\$45,000 - \$50,000

\$ 50,000 - \$55,000

5. School Name of Employment: _____

Street Address: _____

City: _____ State: _____ Zip: _____

APPENDIX S
ADMINISTRATION

PRACTICUM HANDBOOK ACKNOWLEDGEMENT

**I HAVE READ ALL MATERIALS IN THE
ADMINISTRATOR PRACTICUM HANDBOOK.
I WILL BE RESPONSIBLE FOR KNOWING AND
UNDERSTANDING ALL THE REQUIREMENTS
OF THE MTEC-SFBA PRACTICUM.**

PRINT NAME

SIGNED

DATE

