

MONTESSORI TRAINING CENTER

5325 Engle Road, Ste. 200, Carmichael CA 95608

ELEMENTARY STUDENT HANDBOOK

Elementary I
Elementary I-II

July 2024-June 2025 Academic Year

This Student Handbook is designed to familiarize students with various aspects and requirements of the program. Please refer to this handbook in order to clarify course requirements and to achieve maximum progress throughout the course. The program has been planned to develop sequentially from one stage of understanding to the next.

Table of Contents

Program Information	Page
Mission Statement and Philosophy	3
History	3
Accreditation and Affiliation	3
Facility Location	3
Programs	4
University/College Agreements Disclosure Statement	4
Admission and Credentials	
Admission Process and Credential Requirements	5
Nondiscrimination Policy	6
Grievance Policy and Procedure	6
Tuition	7
Financial Aid/Scholarships	8
Withdrawal Policy	8
Refund Schedule	8
Audit a Class	9
Transfer Policy	9
Code of Ethics	10
AMS Professional Development Requirement	11
Academic Phase	
Course Descriptions and Hours	12
MACTE Competencies	17

Academic Policies	18
Dismissal Policy	18
Cancellation of Course Policy	19
Time Limits for Completion	19
Continuation Policy/Extension Policy	20
Course Expectations	20
Grading	20
Practicum Phase	
Entry into the Practicum	22
Practicum Site Requirements (AMS)	23
Credential Recommendation	24
General Policies	
Norms	24
Ethical Practices Policy	25
Student Services	25
Student Right to Privacy	26
2022 Course Schedules	
Elementary I	26
Elementary II	31
Teacher Education Program Rights and Responsibilities	33
Adult Learner's Rights and Responsibilities	34
Receipt of Handbook	36

Please Note: Montessori Training Center may be referred to as MTC in the contents of this handbook.

Mission Statement and Philosophy

The Mission of the Montessori Training Center is to provide an enriching Montessori training that will inspire teachers to successfully educate children using principles and practices of the Montessori Method.

History

In 1979, Montessori Teachers College was founded by Karen Lecy, M.Ed., in Carmichael, CA. Since that time, MTC has equipped hundreds of students in the Northern California region with Montessori teacher education programs of the highest standards of instruction and scholarship for the early childhood teacher. In 1992, Norman Lorenz, M.Ed., assumed the direction of the early childhood program and in 1994 expanded the college program to offer Infant/Toddler Teacher Education. MTC received accreditation status for its early childhood program from the Montessori Accreditation Council for Montessori Education (MACTE) in 1995. MTC began offering the Elementary six through twelve course in 2001 and received accreditation from MACTE for the Elementary I course in 2007 and for the Elementary I-II course in 2009 while it was owned by the Montessori Project Foundation under the Directorship of Cherie Gardner Cooney. July 1, 2009, the college was acquired by Kim Yeager, and the name was changed to Montessori Training Center. In July of 2013, the Montessori Training Center was acquired by Libby Armanino. Kim Yeager still remains an integral part of MTC – she is the Elementary Coordinator as well as an instructor for both the Elementary I and Elementary I-II programs. Sylvia Loveless, M.Ed., became the owner/director of MTC in July 2017.

Accreditation and Affiliation Status of MTC

The Montessori Training Center holds Full Affiliate status for its Elementary I and Elementary II teacher education courses with the American Montessori Society (AMS) and the Montessori Accreditation Council for Teacher Education (MACTE) through November, 2029, for the Elementary I and Elementary I-II programs. MTC has been granted reaccreditation of the Early Childhood Program through April, 2030.

Facility Location

Montessori Training Center is located at 5325 Engle Rd, Ste. 200, Carmichael CA 95608, on the grounds of California Montessori Project's Carmichael campus.

Programs

Elementary I Credential

One Year Academic/Practicum Cycle – June 27, 2024 – June 19, 2025

Montessori Training Center offers a comprehensive yearlong certification course for Elementary I. Courses are conducted for 3 weeks in the summer; Thursday nights throughout the school year (following CMP school calendar); and two weeks at the end of June.

Academic Hours: 326

Practicum Hours: 1080

Elementary I-II Credential

Two Year Academic/Practicum Cycle – August 20, 2024 – June 21, 2026

Montessori Training Center offers a comprehensive two-year certification course for the Elementary I-II credential. Courses start with the Elementary I course components. Adult learners advance on to the Elementary II portion in Fall of the following year. Adult learners enrolled in the Elementary II portion of the credential meet every Tuesday night throughout the school year (following the CMP school calendar) and 1 week at the end of June the following year.

Academic Hours: 514

Practicum Hours: 1080

Upgrading to an Elementary I-II Credential

One Year Academic Cycle – August 20, 2024 – June 16, 2025

Montessori Training Center does not offer an Elementary II stand alone credential. However, a teacher who holds an AMS Montessori Elementary I credential may become a candidate for an Elementary I-II (9-12) credential by completing the Elementary II portion of the Elementary I-II program. The candidate must be a current AMS member at the time the upgrade occurs. If the upgrade is outside the three year time limit between receipt of the Elementary I credential and completion of the Elementary I-II, the candidate must be re-registered with AMS and MACTE. Association Fees will apply.

Academic Hours: 188

No practicum necessary

University/College Agreements

At this time, Montessori Training Center does not have any agreements with Universities or Colleges to apply credits. Although MTC can furnish a letter stating coursework and seat

hours for districts who accept such documentation for advancement on the salary scale, it does not guarantee employment, advancement and/or salary as a result of certification.

Admission to Montessori Training Center

Admission/Credential Requirements – Elementary I and Elementary I-II Courses

The candidate for an AMS Elementary I Credential (6 - 9) or Elementary I-II Credential (6-12) holds a minimum of:

- A Bachelor’s degree from a regionally accredited U.S. college or university, or its equivalent
- A transcript from a non-US regionally accredited college/university must be submitted to a recognized US credentialing agency (e.g. a credentialing agency that is a member of NACES – the National Association of Credential Evaluation Services) for credit equivalency evaluation. Accredited colleges and universities in the United States may also make such evaluations. If the evaluation determines the non-US transcript to be equivalent to a Bachelor’s degree or higher in the US, the adult learner will satisfy the Bachelor’s degree requirement for an AMS credential upon successful completion. The official transcript equivalency evaluation is to be submitted to the AMS office in lieu of the college transcript.
- A recognized Montessori Early Childhood Credential or alternatively, participation in a prerequisite Early Childhood Overview course (may be from another AMS Training Center)

A teacher who holds an AMS Montessori Elementary I credential may become a candidate for an Elementary I-II credential by completing the Elementary II component of an Elementary 1-II course.

Selection Procedures for Admission to the Program

Application and Acceptance: Prior to enrollment, students must fill out an application form and submit an application fee.

The adult learner must provide verification regarding a college degree. An unofficial copy of the college degree can be attached to the application form but must be followed as soon as possible by an official digital copy. The applicant must complete an on-site visit to the campus to meet with the director. If an on-site visit is not feasible, a Skype/Zoom or telephone interview will be acceptable. Upon receipt of the completed application, the director will contact the candidate and schedule a time to meet. A tour of the facilities will be given, and an option to observe a class in session will be offered. The director will notify the

candidate in writing within 2 weeks of the interview whether the application has been accepted or not.

Non-Discrimination Policy

The Montessori Training Center adheres to a policy of non-discrimination in regard to race, color, religion, sex, disability or national origin, and sexual preference, in the process of student selection.

Grievance Policy and Procedures

The staff of this institution is here to help and support students. Adult learners are encouraged to communicate any difficulties encountered during any phase of the program to the Director of the center. It is our goal to support and serve our adult learners in their self-developmental process of becoming Montessori teachers.

The Montessori Training Center supports a commitment to integrity and ethical practices on the part of all participants.

In case of an adult learner's grievance, the adult learner should contact:

1. The Course Instructor
2. The Level Coordinator
3. The Program Director

A complaint that is not resolved after an initial verbal contact should then be stated in writing. Once a complaint is submitted to the Director of the Montessori Training Center, a problem-solving committee is established by the Director. The committee consists of the course instructor, a staff member, two student representatives, and an administrator.

If the adult learner does not feel that the complaint has been resolved by the Committee, the adult learner may submit a formal written complaint within 30 days after the problem-solving committee's decision. The complaint should be submitted to:

AMS TEC
116 East 16th Street, Fl 6
New York, NY 10003

MACTE Office
420 Park Street
Charlottesville, VA 22902

Tuition/Payment Plans/Schedules

Published 2/16/2024

	Early Childhood	Elementary I	Elementary I - II
Application Fee	\$100	\$100	\$100
Association Fees	\$490	\$490	\$490
Materials and Manuals²	\$245	\$365	\$620
Tuition	\$3,630	\$3,932	\$6,050
Practicum	\$500	\$600	\$600
Early Childhood Overview		\$375 ¹	\$375 ¹
Total	\$4,965	\$5,862	\$8,235

Additional Expected Expenses: The adult learner will need to purchase binders, textbooks and materials to create teacher made materials. Each teaching album requires photographs. Printing photographs will be an additional expense.

Payment Schedule: Payment for all program fees is due before the first program day. A 10% tuition discount is available if all fees are paid in full before the first program day. This amounts to a discount of \$363 for the Early Childhood program; \$393 for the Elementary I program; and \$605 for the combined Elementary I and II programs.

Payment Plans: Adult learners may request a payment plan. If granted, course fees will be divided into 3 payments as follows:

Due Prior to First Day of Class	Due November 1, 2023	Due March 1, 2024
1/3 of total fee	1/3 of total fee	1/3 of total fee

Financial Aid and Scholarships

No Financial Aid is available at this time.

MTC Scholarships: MTC does not offer scholarships at this time.

AMS Scholarships: Every year, AMS awards teacher education scholarships to aspiring Montessori teachers. Through the awarding of Teacher Education Scholarships, AMS supports the growth of Montessori teachers of tomorrow. Those eligible to apply are individuals who have been accepted, are in the process of being accepted, or are already enrolled in an AMS-affiliated teacher education program. Applicants are considered on the basis of financial need, a compelling personal statement, 3 letters of recommendation and official verification of acceptance into an AMS- affiliated program. Recipients are selected by a committee. For more information and an application, please see the American Montessori Society website www.amshq.org.

Withdrawing from the Program

An adult learner may withdraw from the program at any time. Please see refund schedule below. Refund settlement time is 30 days after receipt of *written withdrawal* from program.

Refund Schedule

Application Fee is refundable if student is not accepted into program

	Refund Prior to first program day	Refund Prior to 60% of coursework completed	Refund After 60% of Coursework completed
Application Fee	no	no	no
Tuition	EC –June 27,2024 Elem I –June 27, 2024 Elem II – August 27, 2024	Refund calculated at \$11.00 per course hours for classes not attended. Classes partially completed are not eligible for a tuition refund	No
Manuals/ Materials	Refund for any manuals/materials not yet distributed	Refund for any manuals/materials not yet distributed.	Refund for any manuals/materials not yet distributed

Association Fees	Full refund	No – if MTC has already submitted registration to AMS and MACTE Yes – if MTC has not already submitted registration to AMS and MACTE	No
Practicum Fees	Full refund	No – if first observation has been completed by Field Supervisor Yes – if no observations have been completed by Field Supervisor	No

Audit a Class

If an adult learner wishes to audit classes in the Academic Component, tuition fees will be charged but no records will be kept, nor will any tests or grades be given unless specific arrangements are made with the director. The student will be given an invoice and a fee quote prior to starting the course. All fees must be paid before entry into the class. Access to the courses will be at the discretion of the director. No refunds will be granted for withdrawing from a course once the course has started.

A Practicum cannot be done by an adult learner who audits the Academic Component.

Transferring from another AMS Training Center

Montessori Training Center accepts transfers from other AMS training centers. The transfer must be within the three-year limit following the original academic phase. The adult learner must be a current member of AMS and have fulfilled all financial obligations from the original institution. MTC will review and evaluate previously completed academic and practicum work and notify a prospective adult learner in writing with the fees. The adult learner must complete the Montessori Philosophy/Foundations course with MTC regardless if it had been taken at the original program. No more than 50% of core subjects can be transferred. 100% of non-core subjects can be transferred.

Transferring to another AMS Training Center

Montessori Training Center cannot guarantee what another AMS training center will accept for transfer. MTC will work closely with the new training center to provide any documents required for review. However, the adult learner must be in good standing with MTC including having met all financial obligations before transfer of courses will be considered.

AMS Code of Ethics

*Adopted by the AMS Board of Directors October 1969
Expanded June 1975. Updated October 2008 and 2010*

Principle 1 – Commitment to the Adult Learner:

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

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

Principle II – Commitment to the Public

The Montessori educator shares in the responsibility for the development of policy relating to the extension of educational opportunity for all and for interpreting educational programs and policies to the public. In fulfilling these goals, the educator:

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

Principle III – Commitment to the Profession

The Montessori educator makes efforts to raise professional standards and conditions to attract persons worthy of trust to careers in Montessori education. In fulfilling these goals, the educator:

1. Shall extend just and equitable treatments 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 qualification
4. Shall use honest and effective methods of administering duties, use of time, and conducting business

As American Montessori Society members, we pledge to conduct ourselves professionally and personally, in ways that will reflect our respect for each other and for the children we serve. We will

do whatever is within our talents and capacity to protect the right of each child to have the freedom and opportunity to develop his/her full potential.

Montessori Training Center faculty and staff as well as the adult learners accepted into its programs agree to comply with the AMS Code of Ethics.

Professional Development Requirement

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 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.

Guidelines

Professional development events do not need pre-approval by AMS to count towards the requirement, as long as they adhere to the guidelines below.

Event Host & Format

A professional development event may be hosted by a school; a teacher education program; or a regional, national, or international Montessori group or organization such as (but not limited to) those listed on the Local Groups and Montessori Organizations pages of the AMS web site, or AMS itself (including our conferences and webinars).

Additionally, it may be hosted by a regionally accredited college/university; educational foundation/organization, institute, or association; or a national or regional accrediting organization.

It can also include coursework completed towards earning a credential (for an age level different from credentials already held) at an AMS- or other MACTE-accredited teacher education program, or AMI teacher education program.

The event may be a face-to-face event, a live Webinar, or a recording of a Webinar if written or electronic verification of participation is given.

Topics

The following event topics qualify for the professional development requirement:

Montessori education and philosophy/pedagogy –Curriculum-Classroom management-Child development-Health, safety, and nutrition (excluding CPR, first aid, medication administration, exercise)-Peace education-Service learning-Professionalism-Leadership skills-Social/emotional issues-Special education and learning differences-Education research-Public or education policy-Technology training that will enhance the teacher’s use of technology with students or refine the teacher’s computer skills in ways that will improve his teaching.

Events that do not qualify: CPR, first aid, or medication administration training; exercise or yoga classes, unless they are related directly to teaching physical education to students; the reading of books, magazines, or journals; travel.

Course Descriptions and Hours

Instructor to Adult Learner ratio does not exceed 25:1 for:

Math, Language, Montessori Philosophy, Geometry, Geography/Physical Sciences, Biological Sciences

However, MTC will consider adding a second cohort group when enrollment approaches 20

Instructor to Adult Learner ratio does not exceed 35:1 for:

Curriculum Design, Practical Life, PE, Art, Music, Classroom Leadership, Yearlong Project

Elementary I and Elementary I –II Courses

Prerequisite: Introduction to Montessori Education (Early Childhood Overview)

Core course components: Mathematics, Geometry, Language, Geography, History, Biological Sciences, Physical Sciences, Curriculum Design and Strategies, Classroom Leadership

Foundational course components: Montessori Philosophy/Theory, Practical Life

Other course components: Child development, Movement and Physical Education, Visual Arts and Crafts, Music

Introduction to Montessori Education (Early Childhood Overview): Major topics covered in this course are a historical overview of the Montessori Method and comparison of Montessori to other methods of early childhood education; study of Montessori concepts of normalization, development of intelligence, discipline, concentration, coordination, order and independence, the Montessori classroom, the role of the teacher and lesson presentation to children. **44 hours**

Lower Elementary 326 Hours

Montessori Philosophy/Theory Major topics covered in this course are as follows: a historical overview of Dr. Montessori's life and work; and her theories on formative periods. These include the development of intelligence, normalization, discipline, order, imagination, the role of the teacher, and lesson preparation. Comparative studies are discussed. Dr. Montessori's view of child development, including the four planes of development, the development of language, moral development and social development are covered. This course includes 6 hours of documented observations.

32 Hours

Montessori Philosophy and Theory - 22 Hours

Documented Observations – 6 Hours

Child Development: as it relates to the elementary child. Discussions cover physical, language, cognitive and logico-mathematical development, social and personality development and the child's relationship to the culture. Learning styles, multiple intelligences, giftedness and learning challenges are covered. Adult learners will learn about Dr. Montessori's theory of the Four Planes of Development with focus on the Second Plane. Examine current theories and processes of the elementary child to see how current knowledge compares with Montessori theories.

4 Hours

History: Major topics covered in this course are the materials and exercises in the field of history as they relate to the core cosmic curriculum. Basic work in the concept of time is presented through numerous timelines. Adult Learners will learn lessons related to these timeline activities, and observe history and science experiments to go along with them. Fundamental Needs of humans, the introduction to the cosmos, evolutionary changes, and the evolution of humans will be covered.

35 Hours

Mathematics: Major topics covered in this course are the materials and exercises in mathematics as part of the core cosmic curriculum. Students will learn math lessons including place value, basic operations, properties, binomials and trinomials, powers of numbers, squaring etc.

42 Hours

Language: Adult learners cover a sequence in teaching reading which includes phonetics, sight words, and readers. Using a variety of concrete materials, teachers learn to present the basic parts of speech and their functions, through the use of symbols. Included in the study of language is the structure analysis of sentences; the history of the English language; etymology; affixes; verb conjugations; transitive and intransitive verbs, etc.

42 Hours

Geometry: Students will learn to present lessons about basic shapes and solids, angles, intersection of lines, construction of polygons, triangles, angle measurement and operations within the geometry curriculum scope.

35 Hours

Geography: physical geography topics include globes, landforms, maps, and biomes. Cultural diversity is emphasized as flags, international clothing, and songs are introduced. The child's place in the world, knowledge of the earth, and geological and climatological phenomena are covered.

20 Hours

Physical Sciences: Lessons and curriculum design for the Next Generation Science Standards are discussed. Physical science, chemistry, and earth science are covered. Emphasis is on modeling and inquiry within the science framework.

15 Hours

Biological Sciences: Students will learn to present lessons in Zoology and Botany. For Zoology, nomenclature, classification, characteristics, external parts and habitats are covered. In Botany, nomenclature, classification, and science experiments to illustrate the needs of the plant kingdom are presented. A discussion of biomes and ecology create a framework for today's global interdependence. Lessons and curriculum design for the Next Generation Science Standards are covered as well.

44 hours

Curriculum Design and Strategies: Topics covered include the history and theories of curriculum development. With the plethora of commercially available materials, the issue of how to evaluate commercial materials will be covered. In addition, the creation of original material for classroom use as well as the reconfiguration of current learning materials will be explored.

4 Hours

Classroom Leadership: Topics include starting a new class, preparation of the physical environment, and the preparation of a schedule and student planners. The spiritual/psychological conditions of the environment, the role of the teacher, and working with parents are also major topics. Identifying and being aware of cultural differences and diversity in all forms is a major theme. Defining the "teacher as a leader" in the Montessori community and the moral development of both children and adults are covered.

16 Hours

Practical Life: Major topics include the philosophy of practical life, grace and courtesy lessons as well as care of the environment, person and community. Suggestions for incorporating practical life into the curriculum will be covered along with the ethical use of technology.

4 Hours

Movement and Physical Education: Coordination (muscular, eye-hand, hand-hand, hand-leg etc.) along with body image will be covered. Cooperative games and team building activities will be presented. Yoga for children in the educational environment will be presented as well as specific sports skills.

8 Hours

Visual Arts and Crafts: The elements of art (line, color, value, texture, value, shape and form) will be presented as adult activities that can be transferred to child presentations. Art in the geometry curriculum will be presented as well as ideas for seasonal crafts and activities. Art vocabulary and ways in which children can express themselves through art will be presented.

10 Hours

Music: Based on a Fine Arts and Music approach, composers and artists will be paired and activities to highlight both art and music nomenclature will be presented. Songs and activities appropriate for the elementary student will be presented. Curriculum integration for historical periods will be discussed.

4 Hours

Yearlong Project: Adult learners will create an electronic professional portfolio reflecting on their experience in the classroom. Some topics will be assigned; the majority are at the discretion of the student.

16 Hours

Practicum Teaching Experience: A minimum of 1080 hours are required.

Upper Elementary

188 Hours

Mathematics: Presentations include ratio and proportion (fractions, percents, decimals), problem solving, measurement, (space, weight, money), exponential notation, preparation for algebra and probability and statistics. Use of technology to enhance the learning experience will be discussed, as well as incorporating habits of mind such as attention to accuracy, perseverance, appropriate use of tools and mathematical reasoning.

48 Hours

Language: Major topics include the History of the English Language, Etymology, Word Study; Noun, Adjective and Verb studies; Advanced Parts of Speech and Symbols; Logical Analysis and Sentence Variations. Discussion about appropriate age level literature and

recommendations, moral development in literature, as well as writing (narratives/opinion and information pieces), will be covered. Writing across the curriculum will be explored as it relates to math and the sciences.

34 Hours

Montessori Philosophy: Topics include the 10 main tenets of a Montessori Education. Adult Learners will participate in a book study chosen by the instructor. Characteristics of the child from 6 through 12 will be covered as well as the implications for design of the upper Montessori elementary curriculum. This class requires 6 hours of documented observations.

28 Hours

Visual Arts: A continuation of the work covered in the Lower Elementary art course will include creating an art portfolio of one's own work, including the idea of revision. Different mediums will be explored and art as reflection (art journals) will be introduced.

8 Hours

Practical Life: Technology as a learning tool will be covered as well as introducing internet-based programs for independent learning. Presentations for electronic portfolios will be introduced as well as digital citizenship.

4 Hours

Geography: Major topics include political geography, ethnology geography, and astronomical geography (stars, solar system, universe). Ideas for research projects on countries and states will be discussed.

8 Hours

Geometry: Major topics include Insets of Equivalency, Area, Pythagorean Plates, Circle Work, Polyhedrons and Volume. Art will be used to explore geometric principles, including the use of a compass as a design tool and for repeated patterning.

20 Hours

Physical and Biological Sciences: Montessori Training Center has developed a course curriculum centered around the New Generation Science Standards. The new standards require that students incorporate writing and literacy standards, as well as demonstrate engineering modeling using scientific inquiry. A multi-age program will be covered for both physical and biological sciences.

35 Hours

MACTE Competencies for Montessori Teacher Candidates

Elementary I (6 through 9) *and*

Elementary I-II (6 through 12)

Category		As relates to the Elementary Level	Evidenced by
Knowledge	1 a	Montessori Philosophy	Written and oral assignments and examination results
	1b	Human Growth and Development	
	1c	Subject Matter for each course level core and foundational subjects including Cosmic education, peace education, practical life, the arts, fine and gross motor skills	
	1d	Community resources for learning	
Pedagogy	2a	Correct use of Montessori materials	Written and oral assignments, examinations and demonstrations
	2b	Scope and sequence of curriculum	
	2c	The prepared environment	
	2d	Parent/teacher/family/community partnership	
	2 e	Purpose and methods of observation	
	2 f	Planning for instruction	
	2 g	Assessment and documentation	
	2 h	Reflective practice	
	2 i	Support and intervention for learning differences	
	2 j	Culturally responsive methods	
Teaching with Grace and Courtesy	3 a	Classroom leadership	Employer, field consultant, supervising teacher observation and evaluation
	3 b	Authentic assessment	
	3c	The Montessori philosophy and methods (materials)	
	3 d	Parent/teacher/family partnership	Children's learning and progress
	3 e	Professional responsibilities	
	3 f		

Academic Policies

Attendance/Tardiness Policy: Attendance is required at all scheduled sessions of the Academic Workshop and during the Practicum year. For completion, a minimum attendance of no lower than 90% of the total clock hours is required. Ten percent unexcused absences are grounds for dismissal from the program unless make-up arrangements are made. Unexcused absences are those in which the student did not notify the instructor prior or within 24 hours of the absence. Excused absences are those that have been discussed with the instructor and a plan to make up the hours has been approved.

The instructor will take roll at the beginning of each class. It is the responsibility of the adult learner to notify the instructor if they come in late. Repeated tardiness demonstrates a lack of respect to both the instructor as well as the other adult learners. A pattern of tardiness is grounds for an incomplete and may require the student to retake the course. Additional charges for the makeup course may apply.

Absences Policy: Unexcused absence (see above) will be recorded on the attendance sheets for each class. Each class missed is equivalent to four clock hours and will be recorded in clock hours. Partial absences are also recorded in clock hours. Attendance counts toward the class grade; ten points are deducted for each hour of absence.

Make-Up Policy: MTC offers Make-Up Days: one in the fall and one in the spring at no additional charge. Make-up days are not offered for summer intensive classes. Dates depend on need. The adult learner(s) may meet/text with the director to ensure that the needed course content can be specifically covered on the make-up day. If an adult learner wishes to make up more time than is available on the makeup days, a plan can be discussed with the director and the instructor.

Dismissal Policy: It is the policy of this institution to assist adult learners having difficulties whenever possible. However, there may be times when an adult learner elects not to follow the principles of the program. If an instructor, field supervisor or the director notices an issue, the director will send a letter (or email) to the student notifying him/her of the problem and a time limit for remediation of the problem. If the student does not comply with the instructions during the time allotted, the student would be asked to withdraw from the program. If this happens, there will be no refund granted.

Grounds for dismissal include but are not limited to:

- Excess of 10% unexcused absences during the academic workshop or during the student teaching year
- Repeated failure to complete assigned projects and assignments when due

- Continuous unsatisfactory progress towards the objectives of the course as evaluated by the administration
- Behaviors unbecoming a Montessori teacher – adult learners are expected to conduct themselves with dignity and respect towards faculty and staff of this institution, supervising teachers, administrators, and other staff at their student-teaching sites. They are also to be aware at all times that it is a privilege to be working with children and are to treat the children as individuals with privileges and respect. Improper social conduct will be considered evidence of unsuitability to be a Montessori teacher and will therefore be grounds for dismissal.

Steps before Dismissal: All reasonable avenues of aid will be suggested to help the adult learner to complete the courses, i.e. professional psychological counseling, career counseling, medical physical exams, etc. A plan of correction will be written and discussed both verbally and in writing with the adult learner. Regular evaluations will be given regarding performance to assure compliance is satisfactory. The adult learner will have 30 days to comply. If the adult learner fails to comply, the adult learner will be asked to withdraw from the program. Refund policy will apply.

Reasons for immediate dismissal:

During Practicum Phase: Drinking on the job, using drugs, abusing a child, leaving a child or class unsupervised, falling asleep during work hours, quitting internship without approval, engaging in malicious gossip, being tardy and multiple absences at the intern site, and insubordination.

During Academic Phase: Falsifying records, submitting assignments/materials others have made, excessive unexcused absences, disrespect to faculty and staff at MTC and other adult learners including but not limited to excessive side conversation, non-participation in discussions and class projects.

Cancellation of Courses: A refund will be given to students if MTC cancels any program or any part of the program. A full refund including the application fee will be refunded to students upon cancellation of an entire course. Refunds will be given within two weeks of the course cancellation. If any part of a course is canceled during the course cycle, adult learners will be given an alternative date in which the course will be rescheduled. If an adult learner does not wish to take the rescheduled class, they can take the class the following year or take it from another AMS training center and have the course transferred. MTC will refund the cost of the course within two weeks of the adult learner's decision to not to take the course from MTC.

Time Limits for Completion: Students are expected to complete all course requirements, academic, practicum, and financial, within a specified minimum time period following the program's official end of the academic phase for which the student was enrolled. For Elementary I and Elementary I-II, the time limit is three years after the end of the academic

phase for the cohort group in which the adult learner was enrolled. The Practicum must begin within two years of the end of the academic phase.

Continuation: The adult learner is expected to finish all course requirements within the allotted time for the cohort cycle. Elementary I has a one year cohort cycle. Elementary I-II has a two-year cohort cycle. Continuations will be granted providing the continuation is within a three-year time period from the end of the student's initial cohort cycle. MTC is aware that individual situations may arise from time to time and extensions beyond the three year time period will be addressed on an individual basis. Adult learners must be in good standing with the program including all fees paid, have maintained AMS membership and must not have had a disruption in their teaching assignment. Additional fees may apply if the adult learner needs to complete coursework beyond the three year time limit.

Course Expectations

The Elementary Course begins with an Early Childhood Overview. This section includes lectures on Montessori Philosophy, Child Development and presentations of Montessori materials for ages 2 ½ through 6. This requirement is waived if the adult learner already holds a Montessori Early Childhood certificate from an accredited AMS training center. Following completion of the Overview course, the Elementary I program begins. The following areas of curriculum are covered: Math, Language, Child Development, and Montessori Philosophy. History, Geometry, Geography, Biological Sciences, Physical Sciences, Art, Music, Movement/PE, and Classroom Leadership. Students are evaluated to determine competency in understanding Montessori philosophy and principles, knowledge of the elementary subject matter, and use of the Montessori Elementary materials. Adult learners should expect to spend 3-4 hours each week outside of class time practicing and completing assignments.

All coursework must be completed within 3 years of the final day of the academic portion of the cohort group in which the adult learner enrolled.

Grading

Attendance and Coursework will be evaluated:

91 -100% = A 81 - 90% = B 70 - 80% = C 69% and Below = Incomplete

Any assignment below a 70% will need to be re-submitted regardless of the overall grade in the class.

Types of Assignments Required for the Elementary Credential

Year Long Project: Adult learners in Elementary I will complete a year long project which will be due on the last day of the academic phase of the program.

Written Papers: If a class requires a written assignment, adult learners must use proper APA formatting and save an electronic copy of their work. Google Drive folders are available to each adult learner to upload their assignments. Adult learners can also send their assignments via email attachment.

A note about plagiarism: Plagiarism is using another person's words, ideas without referencing the source of that information. Plagiarism is not only academically dishonest, but it is also illegal. Copying another person's essay or report is a form of plagiarism. Drawing upon the ideas of others as references is an important part of preparing and writing your own reports and essays. Whenever you use another writer's ideas, whether quoting or paraphrasing, it is important to give credit where credit is due. Therefore, a *Works Cited* page is required when written assignments are turned in.

Group Projects: MTC values collaboration and therefore many of the academic requirements are collaborative projects. Project guidelines and rubrics will be explained in individual course syllabi.

Albums: A requirement for the Elementary Credential is the compilation of teaching albums containing presentations of the Elementary materials and concepts presented during the course. MTC has written most of their own albums and they are given to each adult learner as part of the course fees. The instructors will present each of the lessons in the albums. However, instructors are free to add lessons and extensions as they see fit. Adult learners are responsible for taking notes and including them in the Album. Extensions are at the discretion of the instructor. Because of this, albums will contain different additional content from year to year.

Personalizing the albums is a requirement. Neat, individualized notes should be added to the basic presentation and explanations. Each presentation requires an illustration: usually a beginning layout of the presentation followed by sequenced illustrations. Photographs and original drawings are acceptable. Supplementary articles and items pertinent to the lesson concepts should be included in a well-organized fashion. In addition, pictures of classroom students working with the materials are not required but recommended.

Albums are due on the last day of each course. They will be graded *according to a rubric* which will be included in the syllabus for each course.

Montessori Material Making: Numerous teacher-made materials are essential to the Montessori Elementary classroom. Please discuss the ownership of the materials with your

director/principal of your school site. In most cases, if the teacher paid for all the materials and marked the materials with their own initials, the assumption is that the materials are teacher-owned. However, if the school site offered laminating assistance or materials were purchased out of school budgets – the school site may ask to retain the materials. It is best to check with your administration.

With the abundance of commercially made products, it is possible to purchase digital copies of materials to submit for credit. However, teacher initials shall be included on the back prior to lamination. It is up to the student to evaluate the commercial product to determine if it meets standards for control of error and isolation of difficulty.

Preparation of teacher made materials for the Elementary Montessori lessons will be discussed in the Curriculum Design and Strategy course. This course is offered early in the course cycle as many of the classes require material making as part of the assessment process.

Supervised Practice Time and Oral Presentations: The instructor will facilitate the practice time during the class. Feedback will be given by the instructor during the practice time. However, the practice time is limited to 10% of the class time and therefore, additional practice outside of class may be necessary in order to become competent with the materials and lessons.

Online Discussions: MTC values the commitment to reading both books and articles. Several classes have an online discussion portion in the class. Please see individual syllabi for posting requirements.

Grading: These assignments may be graded using one or more of the following: rubrics, percentages, or numeral scores on oral or written exams. A grade table is included on every syllabus. Core curriculum receives a letter grade; non-core classes, such as Movement or Art, are graded as Pass/Fail.

Practicum Phase

Practicum in a Montessori Elementary Classroom: In order to complete the Elementary I and/or Elementary II training program, the adult learner must complete a practicum in a Montessori Elementary Classroom. The classroom must be within the 6-9 age range for an Elementary I credential. For an Elementary I-II credential, the classroom can be within the 6-9 or within the 9-12 age range. The training center can assist in finding a practicum site if the adult learner cannot secure a paid internship. However, the training center cannot guarantee a paid position if they provide the practicum site.

Entry into the Practicum Phase

No part of the practicum may precede the beginning of the academic phase of the course. Since the purpose of the practicum is to offer the adult learner the opportunity for practice with the information and insights acquired during the academic phase, at least 90% of the academic contact hours for the level (not including assessment) must be completed prior to the end of the practicum experience. In the case of a year-long academic phase, adult learners may begin the practicum phase during the first year of coursework allowing the practicum phase to span a two year academic cycle, so that 90% of the core curriculum instruction is completed prior to the end of the practicum. For Elementary I-II adult learners completing a practicum in an elementary II classroom, a significant percentage of the total Elementary I-II curriculum, including part of the Elementary II curriculum must be completed in advance of the practicum

The adult learner will complete an application for the Practicum Phase of the program to ensure that the correct placement is made.

Length of Practicum: The length of the practicum is a minimum of 1080 hours of instructional class time. For the Elementary I-II credential, the adult learner may practice in either an Elementary I or an Elementary II classroom. Alternative scheduling is possible. The adult learner must meet with the director to plan an alternative.

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.

Practicum Site Requirements

AMS Membership: It is recommended that the practicum site is an AMS member school.

Non-Discrimination Policy: The practicum site must have a written non-discrimination policy for children and staff.

Licensing: The site must meet all local and state regulations.

School Policies: The site must communicate to the adult learner and MTC (in writing), its administrative policies and guidelines relating to the adult learner.

Job Description/Contract: The site must communicate to the adult learner and MTC a contract of agreement acceptable to the site, the adult learner, and MTC. The job description or agreement should include the nature and type of remuneration given the adult learner, if any.

Cooperation with MTC: The site must agree to cooperate with the teacher education program in all matters relating to the practicum.

Job Responsibilities: Adult learners in their practicum phase cannot be asked to provide service to the school other than that which would be found as the responsibility listed in the job description of any teacher/administrator during their practicum hours. Adult learners may provide additional services outside their practicum hours if agreed upon by both parties.

Age Span of Children: The class should contain children in the full age span for the level at which the adult learner is completing the practicum. AMS and MTC recognize that there are some situations under which there may be environments that do not have the full 6 through 9 or 9 through 12 age range; therefore it is the responsibility of the adult learner to outline a plan with the director and to document how the adult learner will receive experience in the full age range.

Classroom Environment: The class must be equipped with the full complement of Montessori materials appropriate to the ages and needs of the children served. The classroom must include child-sized furnishings and a full array of shelves accessible to all children, so that the adult learner may implement the curriculum for the age group presented by MTC during the academic phase. A materials list is available in the Practicum Application.

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. For a self-directed practicum, a minimum of four on-site visits by a field consultant plus additional support is required.

Forms: All forms that will be used by the supervising teacher and the field consultant for purposes of evaluation are accessible through MTC's shared *google drive*.

Credential Recommendation

Upon successful completion of all requirements for the Elementary I program, the adult learner signs a Credential Recommendation form which is submitted to AMS on his/her behalf. An adult learner is awarded an AMS Elementary I Credential for teaching children ages 6-9. An adult learner is awarded an Elementary I-II Credential for teaching children ages 6-12.

General Policies

Norms

As Professional Learning Communities become more popular among school communities, it is

Montessori Training Center - Elementary Student Handbook

best practice that everyone agrees to certain guidelines. The following is a list that the MTC instructors have requested. Norms can be as detailed or as general as the group requires and instructors will solicit suggestions. When the group norms are "broken", there must be a protocol to make sure that the group is back on track and working cooperatively. One of the goals of MTC is to model best practices that will also work in your classroom communities.

Classrooms that use a community meeting style to solve problems thrive: classrooms who have their students suggest norms for the community (or even for special projects) honor and value each person's participation and contributions. As we grow towards more and more collaboration, it is important that children create their own norms and monitor their own peers.

Participation: Practice time is important and should be utilized to its fullest degree.

Therefore, when there is time to practice, find partners and encourage each other to gain mastery with the material. Handling the materials often and correctly will be key to your success in the classroom.

Most of the materials are small and meant to be seen up close. Whenever possible, sit on the floor while the presentations are given. Do not sit behind a table or behind anything that will obstruct your view. You will be tested on the use of the materials at the end of the course so use your practice time wisely.

Use of cell phones, mobile devices: Please refrain from texting, using your phone (other than emergencies), grading papers or lesson planning while here in training. As cell phones become popular as cameras and search tools, please remember to refrain from off task behaviors. If you need to use your phone, please excuse yourself from the room and conduct the business you need to do outside of the classroom.

Policy Concerning Principles of Integrity, Ethical Practices and Equitable Treatment in the Relationship of Students and Faculty to the Program

MTC, as an educational institution and learning community, is based upon certain core values, including responsible citizenship, integrity, honor, accountability, mutual respect, leadership and service. These and other core values are fundamental to the community - both students and faculty. It is the responsibility of each individual to protect and support MTC, AMS philosophies, other students and faculty as well as the learning environment in which they are teaching.

Student Services

Academic Advisor: Sylvia Loveless, Program Director, is available to discuss academic issues pertaining to course and training center requirements. Counseling and Health Care-Resources and Recommendations will be made by the administration using listings from the local government agencies or trusted and secure Internet sources.

Student Right to Privacy

In Accordance with the Family Educational Rights and Privacy Act, the Montessori Training Center guarantees confidentiality and access by the student to all of her/his records. Records are kept in the office in a locked file cabinet.

Elementary I 2024-2025 Schedule

<i>Date</i>	<i>Time</i>	<i>Purpose</i>	<i>Instructor</i>	<i>Contact Hours</i>
June 27, 24 Thursday	8-12 12:30-4:30	EC Philosophy Overview EC Presentations	Joanne Kutzman	4 4
June 28, 24	8-12 12:30 -4:30	EC Philosophy Overview EC Presentations	Joanne Kutzman	4 4
July 1, 24	8-12 12:30 -4:30	EC Philosophy Overview EC Presentations	Joanne Kutzman	4 4
July 2, 24	8-12 12:30 -4:30	EC Philosophy Overview EC Presentations	Joanne Kutzman	4 4
July 3, 24	8-12 12:30 -4:30	EC Philosophy Overview EC Presentations	Joanne Kutzman	4 4
<i>July 4, 24</i>		<i>Independence Day</i>	<i>holiday</i>	
			<i>Total Hours for Overview</i>	<i>40</i>
Date to be determined	On your own	Early Childhood Observation <i>with written documentation</i>	<i>(counted as part of Overview hours)</i>	3
July 5, 24	8 - 4:30	History - Class	Sylvia Loveless	8
July 8, 24	8 - 4:30	History - Class	Sylvia Loveless	8

July 9, 24	8 - 4:30	History - Class	Sylvia Loveless	8
July 10, 24	8 - 12:00	History - Class Take home Written Exam	Sylvia Loveless	4
			Total Hours for History	28
July 10, 24	12:30 -4:30	Practical Life	Sylvia Loveless	4
July 11, 24	8:00 - 4:30	Practical Life	Sylvia Loveless	8
Varies	4 Hours	Practical Life Job Creation		4
			Total Hours for Practical Life	16
July 12, 24	8 - 4:30	Language - Class	Crystal Alexander	8
July 15, 24	8 - 4:30	Language - Class	Crystal Alexander	8
July 16, 24	8 - 4:30	Language - Class	Crystal Alexander	8
July 17, 24	8 - 4:30	Language - Class	Crystal Alexander	8
July 18, 24	8 - 4:30	Language - Class	Crystal Alexander	8
July 19, 24	8 - 4:30	Language - Class	Crystal Alexander	8
			Total Hours for Language	48
July 22, 24	8 - 10	Language Testing	Crystal Alexander	0
July 22, 24	10:00 - 4:30	Curric. Design & Strategies	Sylvia Loveless	6
July 23, 24	8:00 - 4:30	Curric. Design - Online	Sylvia Loveless	8
			Total Hours Curric. Design	14
July 24, 24	8 - 4:30	Classroom Ldrship - Online	Sylvia Loveless	8
July 25, 24	8 - 4:30	Classroom Ldrship - Online	Sylvia Loveless	8

			Total Hours Classroom Leadership (with 6/17/25)	18
July 26, 24	8 - 12:00	Child Devlpmnt - Online	Sylvia Loveless	4
July 26, 24	12:30 -4:30	Yearlong Project - Online	Total Hours for Child Development	4 4
Break from July 27 – August 21 2024 Classes begin on Thursday nights				
Aug 22, 24	4:30 - 9	Math - Class	Crystal Alexander	4
Aug 29, 24	4:30 - 9	Math - Class	Sylvia Loveless	4
Sept 5, 24	4:30 - 9	Math - Class	Crystal Alexander	4
Sept 12, 24	4:30 - 9	Math - Class	Sylvia Loveless	4
Sept 19, 24	4:30 - 9	Math - Class	Crystal Alexander	4
Sept 26, 24	4:30 – 9	Math - Class	Sylvia Loveless	4
Oct 3, 24	4:30 – 9	Math - Class	Crystal Alexander	4
Oct 10, 24	4:30 -9	Math - Class	Sylvia Loveless	4
Oct 17, 2024	4:30 -9	Math - Class	Crystal Alexander	4
Oct 24, 24	4:30 -9	Math - Class	Sylvia Loveless	4
Oct 31, 24	4:30 – 6:30 6:30 - 9	Math - Class Math - Testing Out	Crystal Alexander	2 0
			Total Hours for Math	42
Nov 7, 24	4:30 -9	Philosophy - Online	Sylvia Loveless	4
Nov 14, 24	4:30 -9	Philosophy - Online	Sylvia Loveless	4
Nov 21, 24	4:30 -9	Philosophy - Online	Sylvia Loveless	4
Nov 28, 24		No Class	Thanksgiving Break	
Dec 5, 24	4:30 - 9	Philosophy - Online	Sylvia Loveless	4

Dec 12, 24	4:30 -9	Philosophy - Online	Sylvia Loveless	4
Dec 19, 24	4:30 -9	Philosophy - Online	Sylvia Loveless	4
			Total Hours for Philosophy Online Hours for Documented Observations	28 (24) (4)
		Dec 20, 2024 - January 3, 2025 Winter Break		
Jan 9, 25	4:30 -9	Geometry- Class	Debbi Oliver	4
Jan 16, 25	4:30 -9	Geometry- Class	Debbi Oliver	4
Jan 23, 25	4:30 -9	Geometry- Class	Debbi Oliver	4
Jan 30, 25	4:30 -9	Geometry- Class	Debbi Oliver	4
Feb 6, 25	4:30 -9	Geometry- Class	Debbi Oliver	4
Feb 13, 25	4:30 -9	Geometry- Class	Debbi Oliver	4
Feb 20, 25	4:30-9	Geometry- Class	Debbi Oliver	4
Feb 27, 25	4:30-9	Geometry- Class	Debbi Oliver	4

Mar 1, 25 Saturday	9 -3:30	Art Workshop (Visual Art Hours)	Noah Kocina	6
Mar 6, 2025	4:30 -7:30	Geometry - Class	Debbi Oliver	4
Mar 13, 25	4:30 -6:30 6:30 -8:30	Geometry Geometry - Testing Out	Debbi Oliver	2 0
			Total Hours for Geometry	38
Mar 20, 25	4:30 -9	Biological Sciences Class	Sylvia Loveless	4
Mar 27, 25	4:30 -9	Biological Sciences Class	Sylvia Loveless	4
Apr 3, 25	4:30 -9	Biological Sciences Class	Sylvia Loveless	4
Apr 10, 25	4:30 -9	Biological Sciences Class	Sylvia Loveless	4
		April 14 - 18		

		<i>Spring Break</i>		
Apr 24, 25	4:30 -9	Biological Sciences Class	Sylvia Loveless	4
May 1, 25	4:30 -9	Biological Sciences Class	Marie Liston	4
May 8, 25	4:30 -9	Biological Sciences Class	Marie Liston	4
May 15, 25	4:30 -9	Biological Sciences Class	Marie Liston	4
May 22, 25	4:30 -9	Biological Sciences Class	Marie Liston	4
May 29, 25	4:30 -9	Biological Sciences Class	Marie Liston	4
June 5, 25	4:30 -9	Bio. Sciences Class & Testing Out	Marie Liston	2 0
			<i>Total Hours for Biological Sciences</i>	42
June 9, 25	8 – 4:30	Geog. & Phys. Sci.	Ann DeGroot	8
June 10, 25	8 – noon 12:30 –4:30	Movement/PE Music	Justin Parnell Ally Webb	4 4
June 11, 25	8- 10 10:00 -12	Movement/PE Classroom Leadership	Kevin Meinz Sylvia Loveless	2 2
			<i>Total Hours for Movemt./PE</i>	6
			<i>Total Hours for Visual Arts (on 3/1/25)</i>	6
			<i>Total Hours for Music</i>	4
June 11, 25	12:30 –4:30	Year Long Project	Sylvia Loveless	4
June 12, 25	8 – 4:30	Geog. & Phys. Sci.	Ann DeGroot	8
June 13, 25	8 – 4:30	Geog. & Phys. Sci.	Ann DeGroot	8
			<i>Total Hours for Geography Total for Physical Sciences</i>	16 8
			<i>Total Hours for Year Long Project (incl. 7/26/24)</i>	8

June 16, 25	8 -4:30	Make up day (if needed) Review/Practice		0
June 17, 25	8-12 noon or by appointment	All Subjects Written Final Exam		<i>0</i>
June 19, 25		Juneteenth holiday		

			Total Program Hours	326 <i>Not including testing or exams</i>
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Note: schedule is subject to change in response to any mandates from federal, state or local authorities, or any mandates from licensing or boards of education.

Elementary II 2023-2024 Schedule

Date	Time	Purpose	Instructor	Contact hours
Sept 5, 2023	4:30 - 9	Classroom Leadership - Class	Jessica Baran	4
Sept 12, 2023	4:30 - 9	Classroom Leadership - Class	Jessica Baran	4
Sept 19, 2023	4:30 - 9	Math - Class	Ryann Ashby	4
Sept 26, 2023	4:30 - 9	Math - Class	Ryann Ashby	4
Oct 3, 2023	4:30 - 9	Math - Class	Ryann Ashby	4
Oct 10, 2023	4:30 - 9	Math - Class	Ryann Ashby	4
Oct 17, 2023	4:30 - 9	Math - Class	Ryann Ashby	4
Oct 24, 2023	4:30 - 9	Math - Class	Ryann Ashby	4
Oct 31, 2023	4:30 - 9	Math - Class	Ryann Ashby	4
Nov 7, 2023	4:30 - 7	Math - Class	Ryann Ashby	4
Nov 14, 2023	4:30 - 9	Math - Class	Ryann Ashby	4
		Nov 20 to 24, 2023 No Class Thanksgiving Break		
Nov 28, 2023	4:30 - 9	Math - Testing	Ryann Ashby	0
			Total Hours for Math	36

Dec 5, 2023	4:30 -9	Practical Life	Bob Thomas	4
Dec 12, 2023	4:30 -9	Practical Life	Bob Thomas	4
		<i>Dec 13, 2023 – January 8, 2024 Winter Break</i>		
Jan 9, 2024	4:30 -9	Practical Life	Bob Thomas	4
Jan 16, 2024	4:30 -9	Practical Life	Bob Thomas	4
			<i>Total Hours Practical Life</i>	16
Jan 23, 2024	4:30 -9	Language - Class	Jennifer Barnes	4
Jan 30, 2024	4:30 -9	Language - Class	Jennifer Barnes	4
Feb 6, 2024	4:30 -9	Language - Class	Jennifer Barnes	4
Feb 13, 2024	4:30 -9	Language - Class	Jennifer Barnes	4
Feb 20, 2024	4:30 -9	Language - Class	Jennifer Barnes	4
Feb 27, 2024	4:30 -7	Language - Class	Jennifer Barnes	4
Mar 5, 2024	4:30 -9	Language - Class	Jennifer Barnes	4
Mar 12, 2024	4:30 -9	Language – Testing Out		0
			<i>Total Hours for Language</i>	28
Mar 19, 2024	4:30 -9	Philosophy	Christina Marsh Franklin	4
		<i>Mar 25 - 29, 2024 Spring Break</i>		
April 2, 2024	4:30 -9	Philosophy	Christina Marsh Franklin	4
Varies		Philosophy - Online	Christina Marsh Franklin	4
			<i>Total Hours for Philosophy Class & Online (12) Documented Observations (4)</i>	16
April 9, 2024	4:30 -9	Curriculum Design	Jessica Baran	4
Apr 16, 2024	4:30 -9	Curriculum Design	Jessica Baran	4
			<i>Total Hours for Curriculum Design</i>	8
Apr 23, 2024	4:30 -9	Classroom Leadership	Jessica Baran	4
April 30, 2024	4:30 -9	Geography/History – Class	Christina Marsh Franklin	4
May 7, 2024	4:30 -9	Geography/History -- Class	Christina Marsh Franklin	4
			<i>Total Hours for Geography/History</i>	8
May 14, 2024	4:30 -9	Geometry - Class	Melissa Placek	4
May 21, 2024	4:30 -9	Geometry - Class	Melissa Placek	4
May 28, 2024	4:30 -9	Geometry - Class	Melissa Placek	4
June 4, 2024	4:30 -9	Geometry - Class	Melissa Placek	4
			<i>Total Hours for Geometry</i>	16
June 6, 2024	4:30 -9	PE	Justin Parnell	4
June 10, 2024	8:00-12 12:30-4:30	Art	Noah Kocina	4

		Music	Ally Webb	4
			Total Hours for PE, Art, & Music	12
June 11, 2024	8 – 4:30	Physical and Biological Sciences - Class	Jessica Baran	8
June 12, 2024	8 – 4:30	Physical and Biological Sciences - Class	Jessica Baran	8
June 13, 2024	8 – 4:30	Physical and Biological Sciences - Class	Jessica Baran	8
June 14, 2024	8 - 12:00	Physical and Biological Sciences - Class	Jessica Baran	4
			Total Hours for Physical and Biological Sciences	28
June 14, 2024	12:30 -4:30	Classroom Leadership	Jessica Baran	4
			Total Hours for Classroom Leadership (with 9/5 & 9/12/23, & 4/23/24)	16
June 15, 2024		All Subjects Written Final	Ryann Ashby	
			Total Program Hours	184 Not including testing or exams

Note: schedule is subject to change in response to any mandates from federal, state or local authorities, or any mandates from licensing or boards of education.

Teacher Education Program Rights and Responsibilities

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

In the area of academics, the teacher education program will:

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

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

In the area of advertising, the program will:

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

In the area of finances, the program will:

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

In the area of admissions, the program will:

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

Adult Learner Rights and Responsibilities

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

It is the responsibility of the adult learner to:

- Enroll only out of a need and desire to learn rather than a wish to manipulate the course for other ends.
- Be informed—by reading the information disseminated by the course.
- Take an active part in planning and executing the course of study within the context of stated requirements and existing institutional resources.
- Continually self-monitor academic progress.
- Attend class and participate in other learning activities, come prepared, and complete assignments on time.
- Embrace the principle of academic honesty.
- Respect the freedom of the program’s staff to inquire, publish, and teach.

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

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

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

- Be knowledgeable about other available courses/programs, to ensure that enrollment is based on an informed decision. Published information should be read; adult learners, former adult learners, and staff should be contacted and questioned about the level of satisfaction in their relationship to any other course/program they may be considering.
- Represent oneself honestly in applying to the program.
- Complete the application process promptly by submitting requested materials and fulfilling prerequisite requirements.
- The use of the term “teacher education program” includes all course levels: Infant & Toddler, Early Childhood, Elementary, Secondary and Administrators.

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

Montessori Training Center

5325 Engle Road, Ste.200

Carmichael, CA 95608

Receipt of Handbook

I, _____ acknowledge the receipt of the Elementary I/Elementary I-II Student Handbook published by the Montessori Training Center.

An instructor took time to explain the process of completing coursework, academic requirements and the practicum phase requirements.

I understand that I can ask questions at any time to clarify the policies. I can do so in person or by email.

Adult Learner signature

Date

This form to be kept in adult learner's permanent record

The greatest sign of success for a teacher... is to be able to say, 'The children are now working as if I did not exist.'

Maria Montessori