

MONTESSORI TRAINING CENTER STUDENT HANDBOOK

Early Childhood

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.

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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 Elementary I and Elementary I-II. Sylvia Loveless, M.Ed., became the owner/director 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, 2022, for the Elementary I and Elementary I-II programs. MTC has been granted reaccreditation of the Early Childhood Program through April, 2023.

Early Childhood Program

The Early Childhood program includes the fundamental principles upon which Maria Montessori based her philosophy. The Montessori Training Center offers a comprehensive year-long certification course for Early Childhood. Courses are conducted for two weeks in the summer, Tuesday nights throughout the school year, and two weeks at the end of June.

Academic Hours: 302

Practicum Hours: 540

University/College Agreements

At this time, Montessori Training Center does not have any agreements with universities or colleges to apply credits. However, MTC can furnish a letter stating coursework and seat hours for districts who accept such documentation for advancement on the salary scale.

MTC does not guarantee employment, advancement and/or salary as a result of certification.

Admission to Montessori Training Center

Admission/Credential Requirements – Early Childhood

The candidate for an **AMS Early Childhood Certificate** will have:

- 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.

An AMS Early childhood credential may be awarded to adult learners who hold a minimum of a Bachelor's degree or higher from a non-US college/university that is determined not to be equivalent to a Bachelor's degree from a regionally accredited US college/university by a recognized credential evaluation service or a regionally accredited college/university, while still meeting the nationally recognized post-secondary educational standard in the state, province or country of issuance. The degree and country in which the degree was awarded will be indicated on the credential.

- The candidate for an **AMS Associate Early Childhood Certificate** will have:

A transcript from a secondary level state approved/recognized (high school) diploma, GED, or the international equivalent, but who has not earned a Bachelor's degree from a regionally accredited US college/university or its equivalent as determined by a recognized credential evaluation service. Candidates for an AMS Associate Early Childhood credential must complete all requirements for the course. Upon completion, they should represent themselves only as holding an AMS Associate Early Childhood credential.

Holders of the AMS Associate Early childhood credential are strongly encouraged to obtain their Bachelor's degree within 7 years of receiving their credential. At that time, teachers are eligible for an upgrade to an AMS Early Childhood credential upon completing of the Bachelor degree requirement. An official transcript documenting this completion and appropriate form and upgrade fee must be sent to the AMS office of teacher education by the individual receiving the degree. The teacher must be a current AMS member at the time of the upgrade.

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 transcript (see requirements). An unofficial copy of the transcript can be attached to the application form but must be followed as soon as possible by an official copy if requested. 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 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 two 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. Students 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 students 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 a student grievance, the student 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 student does not feel that the complaint has been resolved by the Committee, the student may submit a formal written complaint within 30 days after the problems-solving committee decision. The complaint may be submitted to:

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

MACTE Office
420 Park
Charlottesville, VA 22902

Tuition/Payment Plans/Schedules

MTC Price List

Published 2/28/2018

	Early Childhood	Elementary I	Elementary II
Application Fee	\$100	\$100	\$100
Association Fees	\$395	\$395	\$395
Books, Materials and Manuals	\$260	\$365	\$245
Tuition	\$3300	\$3575	\$1925
Practicum	\$500	\$600	\$600
Early Childhood Overview	Not Needed	\$375 <i>(Do not need to take if you have a Montessori EC Certificate)</i>	<i>Would have already taken it as a prerequisite for Elementary I</i>
Total	\$4,555	\$4,435 without practicum \$5,035 with practicum \$5,410 with practicum and Overview	\$2,665 without practicum \$3,265 with practicum

Additional Expected Expenses: Student will need to purchase binders, textbooks and materials to create teacher made materials. Each teaching album requires illustration which can either be hand drawn or photographs. Printing photographs are an additional expense.

Payment Schedule: Payment for all program fees are due before first day of program. Employees of California Montessori Project are eligible for a payroll deduction plan through their HR department. Employees can elect scheduled payroll deductions over a 12 month or an 18 month period and must be signed by both the employee and the director.

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, 2018	Due March 1, 2019
1/3 of total fee	1/3 of total fee	1/3 of total fee

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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, three 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

Students may withdraw from the program at any time. Please see refund schedule below.

Refund Schedule

Application Fee is refundable if student is not accepted into program

	Full Refund Prior to first day of course	Refund Prior to 60% of coursework completed	Refund After 60% of Coursework completed
Application Fee	no	no	no
Tuition	EC -July 16, 2018 Elem I - July 16, 2018 Elem II - Sept 4, 2018	Refund calculated at \$11.00 per course hours for classes not taken. Classes partially completed are not eligible for a tuition refund	No
Manuals/ Materials	Refund for any manuals/materials not handed out yet	Refund for any manuals/materials not handed out yet	Refund for any manuals/

			materials not handed out yet
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

Cancellation of Program by MTC

Montessori Training Center will refund all application fees in the event that the Early Childhood Course will not be offered. MTC will reserve the right not to hold the class if a minimum number of adult learners have not applied/been accepted. Once the program starts, it will not be cancelled even if the number of adult learners enrolled dips below the minimum number needed. However, should something happen and the program needs to be cancelled, MTC will work with the adult learner to transfer credits to another AMS training center. In the event that the adult learner does not want to transfer to another training center, MTC is covered by insurance through a state agency known as the Bureau of Private Postsecondary Education (BPPE). If an adult learner wants to transfer to another training center but the other training center does not accept some of the classes taken at MTC – MTC will refund the class fees for each class not accepted.

Audit a Class

If a student 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 prior to completion.

A Practicum cannot be done by a student 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. 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 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 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.

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 Student

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 and its Adult Learners accepted into their 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 five years for the credential to remain active. The first five-year period begins with the date the credential was issued. If professional development hours are not completed within the five-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 five-year anniversary of the issuance of the credential, and every five 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 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 Student Ratio does not exceed 20:1

Montessori Philosophy/Theory, Practical Life, Sensorial, Math, Language, Physical and Life Science, Social Studies, Classroom Leadership, Child Development/Psychology and Parent Involvement

Instructor to Student Ratio does not exceed 35:1

Art Workshop, Music, and Movement

Core Course Components: *Practical Life, Sensorial, Language, Mathematics, Physical and Life Science, Social Studies, Classroom Leadership*

Foundation Course Components: *Montessori Philosophy/Theory, Observation of the Child*

Other Course components: *Child Development, Art, Music, Movement, Parent Involvement/Education*

Montessori Philosophy/Theory

Orientation to Montessori Principles, Practices and Programs through guided readings in Montessori textbooks. Major topics covered in this course are historical overview; formative periods; the study of Montessori concepts of normalization; development of intelligence, discipline, and order; the classroom environment, the role of the teacher, and lesson presentations to children; and the study of teaching strategies used to promote learning such as structuring the environment, demonstrating classroom materials, modeling appropriate behavior and using verbal strategies. Methods of instruction include lecture, group discussion and cooperative learning, observation, group projects, selected readings, written assignments, and quizzes.

Course Hours: 40

Practical Life

The development of order, concentration, coordination and independence within the young child is rooted in the activities of Montessori's curriculum of Practical Life. Major topics covered in this course are the materials and exercises in Practical Life: care of self, care of the environment, grace and courtesy, food and nutrition and control of movement.

Course Hours: 36

Sensorial

Within the Sensorial area of the classroom, the development and refinement of the senses is the purpose. In this course the student learns how to recognize the needs and abilities of the young child and how to present the specific equipment designed by Dr. Montessori to further the development of the total child. Methods of instruction include lecture, discussion, supervised hands-on practice, individual presentations, designing and creating original activities for the classroom.

Course Hours: 32

Mathematics

The development of the mathematical mind is the direct aim of the Montessori math materials for the young child. Using the materials designed by Dr. Montessori, the student will learn how to spark the interest of the young child by sequentially teaching mathematical concepts. Methods of instruction include lecture, discussion, supervised hands-on practice, individual presentations, designing and creating original activities for the classroom.

Course Hours: 32

Language

Major topics covered in this course are the materials and exercises that foster reading and writing development in the young child. Included will be skill development in storytelling, literature based reading readiness, phonics, beginning reading activities, poetry, drama and song. Materials will be demonstrated that aid in the development of the following skills and concepts: reading, penmanship, writing, function of words.

Course Hours: 32

Physical and Life Sciences

Earth Science/Physical Science includes development of classroom activities that will present the fundamental concepts of astronomy, geology, physics, and chemistry.

Zoology/Botany includes introductions to the animal and plant kingdom. This course includes a field trip and discussions regarding local field trips in which children can experience learning outside of the classroom.

Course Hours: 20

Social Studies

Geography/History includes materials and ideas to develop classroom activities that will present the fundamental concepts of air, water, and the earth, and land formations. History will be taught in the format of countries, flags and national costumes.

Course Hours: 16

Art/Music/Movement

The art workshop offered early in the year offers a chance to experience a variety of techniques using a wide variety of art media. This is followed by a class at the end of the year covering artist studies combined with composers. Movement covers the topics of nutrition and fitness which includes the study of the basic nutritional, health and fitness needs of young children. Methods of instruction include lecture, discussion, individual presentations, designing and creating original activities for the classroom.

Course Hours: 22

Child Development

Major topics covered are the theories of development, stages of development, physical, cognitive, emotional, social areas of development. Students will review current research as well as discuss selected readings.

Course Hours: 28

Parent Involvement/Education:

Major topics covered in this course are the multicultural effects of the family and community on a child's development and to identify the impact of ethnicity, social class, family values and gender roles and their impact on behavior, values, morals, and attitudes. Methods of instruction include lecture, group discussion on selected readings, written assignments, group projects.

Course Hours: 12

Observation of the Child

Major topics covered in this course are types of observational tools in relation to: children's responses to the classroom environment, child initiated activities, work cycles, child's use of materials, levels of concentration, work patterns, atmosphere of the classroom, social relationships, teacher-child interaction, behavior issues, and discipline.

Methods of instruction include lecture, discussion, direct observation of children and instructional personnel in a variety of classroom settings, research, written reports, essays, and quizzes.

28 Hours: Seat Hours – 8 Hours Documented Observations – 20 Hours

Classroom Leadership

Major topics covered in the course are: strategies of classroom leadership that gain the child's confidence, cooperation and attention, thereby helping to develop a pattern of respect for authority and the physical environment; and techniques of environmental design that can be applied to any classroom situation. Work plans, schedules and the role of the teacher as a leader will be discussed.

Course Hours: 4

Montessori Practicum

Working in the classroom on a daily basis under the supervision of a master teacher, the student will have an opportunity to observe and to put into practice all of the course work required for the Montessori certification. The adult learner shall develop objectivity and proficiency in observing and interpreting child behavior. Monthly reporting is required and reviewed as an ongoing vehicle of support to the adult learner.

A minimum of 540 hours is required

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	Innovation and flexibility	

Academic Policies

Attendance/Tardiness Policy: Attendance is required at all scheduled sessions of the Academic Workshop and during the Practicum year. 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.

Instructor will take roll at the beginning of each class. It is the responsibility of the adult learner to notify the instructor if he or she comes 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 adult learner to retake the course. Additional charges for the makeup course may apply.

Make-Up Policy: MTC offers Make-up Days – one in the Fall and one in the Spring at no additional charge. Dates depend on need. 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 either an instructor, Field Supervisor or the director notices an issue, the Director will send a letter (or email) to the adult learner notifying him or her of the problem and a time limit for remediation of the problem. If the student does not comply with the instructions in the letter 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 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 by MTC – this information is also available on page 9

Montessori Training Center will refund all application fees in the event that the Early Childhood Course will not be offered. MTC will reserve the right not to hold the class if a minimum number of Adult Learners have not applied/been accepted. Once the program starts, it will not be cancelled even if the number of Adult Learners enrolled dips below the minimum number needed. However, should something happen and the program needs to be cancelled, MTC will work with the Adult Learner to transfer credits to another AMS training center. In the event that the Adult Learner does not want to transfer to another training center, MTC is covered by insurance through a state agency known as the Bureau of Private Postsecondary Education (BPPE). If an Adult Learner wants to transfer to another training

center but the other training center does not accept some of the classes taken at MTC – MTC will refund the class fees for each class not accepted.

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 Early Childhood, the time limit is 3 years after the end of 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. Early Childhood has a one year academic 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 adult learner needs to complete coursework beyond the three year time limit.

Course Expectations

The following areas of curriculum are covered: Montessori Philosophy/Theory, Practical Life, Sensorial, Math, Language, Physical and Life Sciences, Social Studies, Classroom Leadership, Child Development, Observation of the Child, Art/Music/Movement, Parent Involvement/Education. Adult Learners are evaluated to determine competency in understanding Montessori philosophy and principles, knowledge of the early child subject matter, and use of the Montessori Early Childhood 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 three years of the final day of the academic portion of the cohort group in which the Adult Learner enrolled.

Attendance and Coursework will be evaluated:

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

Types of Assignments Required for the Early Childhood Credential

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. Projects 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 Early Childhood 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. Albums receiving 70% or less will need to be submitted in order to pass the course.

Montessori Material Making: Numerous teacher-made materials are essential to the Montessori Early Childhood 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.

Teacher made materials: Some of the classes require adult learners to create an extension of a lesson presentation and/or a thematic unit. Correct formatting for the Early Childhood lesson presentations and/or thematic unit will be discussed in each class that they are required.

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.

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

Practicum Phase

Practicum in an Early Childhood Classroom: In order to complete the Early Childhood program – the adult learner must complete a practicum in a Montessori Early Childhood classroom. The classroom must be within the 2 ½- 6 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.

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 540 hours of instructional class time. It must last a minimum of a full academic year, with the adult learner working at the practicum site in the classroom of an approved supervising teacher for three hours a day, five days a week for nine consecutive months. For self-directed adult learners, this guidance may be facilitated by a local mentor teacher and an approved Field Consultant. Alternatives can be discussed with the director.

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 that there may be environments that do not have the full 2 ½ - 6 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 from MTC.

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

mentor teacher. For a self-directed practicum, a minimum of three 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 Early Childhood program, the adult learner signs a Credential Recommendation form which is submitted to AMS on his/her behalf. An adult learner is awarded either an AMS Early Childhood credential or an AMS Associate Early Childhood credential for teaching children ages 2 ½ - 6. Please refer back to special circumstances where the AMS Associate Early Childhood credential is awarded instead of the AMS Early Childhood credential.

General Policies

Norms

As Professional Learning Communities become more popular among school communities – it is 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 in 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.

Revised February 2018

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 phone book or from trusted and secure Internet sites.

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.

Montessori Training Center
Early Childhood 2018-2019 Cohort Schedule

Date	Time	Purpose	Contact Hours
July 9, 2018	8-12 noon 12:30 - 4:30	Philosophy - Class Practical Life - Class	4 4
July 10, 2018	8-12 noon 12:30 - 4:30	Philosophy - Class Practical Life - Class	4 4
July 11, 2018	8-12 noon 12:30 - 4:30	Philosophy - Class Practical Life - Class	4 4
July 12, 2018	8-12 noon 12:30 - 4:30	Philosophy - Class Practical Life - Class	4 4
July 13, 2018	8-12 noon 12:30 - 4:30	Philosophy - Class Practical Life - Class	4 4
July 14, 2018	Saturday	No class	
July 15, 2018	Sunday	No class	
July 16, 2018	8-12 noon 12:30 - 4:30	Philosophy - Class Practical Life - Class	4 4
July 17, 2018	8 - 12 noon 12:30 - 4:30	Philosophy - Class Practical Life - Class	4 4
July 18, 2018	8-12 noon 12:30 - 4:30	Philosophy - Class Practical Life - Class	4 4
July 19, 2018	8-12 noon 12:30 - 4:30	Philosophy - Class Practical Life - Class	4 4
July 20, 2018	8-12 noon 12:30 - 4:30	Philosophy - Class Practical Life - Final Exam	4 0
July 21, 2018 - Aug 20, 2018 Break - No classes The following dates are Tuesday nights			
August 21, 2018	4:30 - 9	Sensorial - Class	4
August 28, 2018	4:30 - 9	Sensorial - Class	4
Sept 4, 2018	4:30 - 9	Sensorial - Class	4
Sept 11, 2018	4:30 - 9	Sensorial - Class	4
Sept 18, 2018	4:30 - 9	Sensorial - Class	4
Sept 25, 2018	4:30 - 9	Sensorial - Class	4
Sept 29, 2018 (Saturday)	9 - 3:30	Art Workshop	6 - added at end with Movement/Art /Music
Oct 2, 2018	4:30 - 9	Sensorial - Class	4
Oct 9, 2018	4:30 - 9	Sensorial - Class	4
Oct 16, 2018	4:30 - 8:30	Sensorial - testing out	0
		Total Hours for Sensorial	32
Oct 20, 2018	8 - 4:30	Observation of the Child - Class	8

(Saturday)			
		Total Hours for Observation of the Child	28 <i>8 + 20 Hours of Documented Observations</i>
Oct 23, 2018	4:30 -9	Math - Class	4
Oct 30, 2018	4:30 -9	Math - Class	4
Nov 6, 2018	4:30 -9	Math - Class	4
Nov 13, 2018	4:30 -9	Math - Class	4
Nov 20, 2018	<i>No Class</i>	<i>Thanksgiving Break</i>	0
Nov 27, 2018	4:30 -9	Math - Class	4
Dec 4, 2018	4:30 -9	Math - Class	4
Dec 11, 2018	4:30 -9	Math - Class	4
<i>Dec 12, 2018 – January 7, 2019 Winter Break</i>			
Jan 8, 2019	4:30 -9	Math - Class	4
Jan 12, 2019 (Saturday)	8- noon	Testing out for Math	0
		Total Hours for Math	32
Jan 15, 2019	4:30 -9	Language - Class	4
Jan 22, 2019	4:30 -9	Language - Class	4
Jan 29, 2019	4:30 -9	Language - Class	4
Feb 5, 2019	4:30 -9	Language - Class	4
Feb 12, 2019	4:30 -9	Language - Class	4
Feb 19, 2019	4:30 -9	Language - Class	4
Feb 26, 2019	4:30 -9	Language - Class	4
Mar 5, 2019	4:30 -9	Language - Class	4
Mar 12, 2019	4:30 -9	Language - Testing out	0
		Total Hours for Language	32
Mar 19, 2019	4:30 -9	Classroom Leadership	4
		Total Hours for Classroom Leadership	4
<i>Spring Break March 20 – April 8, 2019</i>			
April 19, 2019	4:30 -9	Child Development/Family/Parent Partnership - Class	4
April 16, 2019	4:30 -9	Child Development/Family/Parent Partnership - Class	4
April 23, 2019	4:30 -9	Child Development/Family/Parent Partnership - Class	4
April 30, 2019	4:30 -9	Child Development/Family/Parent Partnership - Class	4
May 7, 2019	4:30 -9	Child Development/Family/Parent Partnership - Class	4
May 14, 2019	4:30 -9	Child Development/Family/Parent Partnership - Class	4
May 21, 2019	4:30 -9	Child Development/Family/Parent Partnership - Class	4
May 28, 2019	4:30 -9	Child Development/Family/Parent Partnership - Class	4
June 4, 2019	4:30 -9	Child Development/Family/Parent Partnership - Class	4
June 11, 2019	4:30 -9	Child Development/Family/Parent Partnership - Class	4

		Total Hours for Child Development	28
		Total Hours for Family/Parent Partnership	12
June 17, 2019	8 - 4:30	Social Studies / Life Science - Class	0
June 18, 2019	8 - 4:30	Social Studies / Life Science - Class	8
June 19, 2019	8 - 4:30	Social Studies / Life Science - Class	8
June 20, 2019	8 - 4:30	Social Studies / Life Science - Class	8
June 21, 2019	TBA	Field Trip	4
		Total Hours for Social Studies	16
		Total Hours for Sciences	20
June 24, 2019	8 - 4:30	Movement /Art/Music	8
June 25, 2019	8 - 4:30	Movement /Art/Music	8
		Total Hours for Movement/PE/Art/Music	22 (incl. 6 from Sept workshop)
June 22, 2019	<i>No Class</i>	<i>Make up day for hours/testing if needed</i>	
June 28, 2019	8-12 noon	Final Exam	0

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.

Program Rights and Adult Learner Responsibilities

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

It is the responsibility of the adult learner to:

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

4645 Buckeye Road
Shingle Springs, CA 95682

Receipt of Handbook

I, _____ acknowledge the receipt of the Early Childhood 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.

Sylvia Loveless

Name

Director

Adult Learner signature

Date

This form to be kept in student'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