

# MONTESSORI TRAINING CENTER

## ELEMENTARY STUDENT HANDBOOK

### Elementary I Elementary I-II

*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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*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), and was recently re-accredited through November, 2022.

## Programs

### Elementary I Credential

**One Year Academic/Practicum Cycle – July 9, 2018 – June 28, 2019**

Montessori Training Center offers a comprehensive year long 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 2 weeks at the end of June.

Academic Hours: 327

Practicum Hours: 1080

**Elementary I-II Credential**  
**Two Year Academic/Practicum Cycle – July 9, 2018 – June 27, 2020**

Montessori Training Center offers a comprehensive two-year certification course for 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: 512

Practicum Hours: 1080

**Upgrading to an Elementary I-II Credential**  
**One Year Academic Cycle – August 28, 2018 – June 28, 2019**

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. Candidate must be a current AMS member at the time the upgrade occurs. If 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: 185

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 a sealed, official 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 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 16<sup>th</sup> Street, Fl 6  
New York, NY 10003

MACTE Office  
420 Park Street  
Charlottesville, VA 22902

## Tuition/Payment Plans/Schedules

### MTC Price List

*Published 2/28/2018*

	<b>Early Childhood</b>	<b>Elementary I</b>	<b>Elementary II</b>
<b>Application Fee</b>	\$100	\$100	\$100
<b>Association Fees</b>	\$395	\$395	\$395
<b>Materials and Manuals</b>	\$260	\$365	\$245
<b>Tuition</b>	\$3300	\$3575	\$1925
<b>Practicum</b>	\$500	\$600	\$600

<b>Early Childhood Overview</b>	Not Needed	\$375 (Do not need to take if you have a Montessori EC Certificate)	<i>Would have already taken it as a prerequisite for Elementary I</i>
<b>Total</b>	\$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:** The adult learner 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:

<b>Due Prior to First Day of Class</b>	<b>Due November 1, 2018</b>	<b>Due March 1, 2019</b>
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](http://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 day of Course	Refund Prior to 60% of coursework completed	Refund After 60% of Coursework completed
<b>Application Fee</b>	No	No	No
<b>Tuition</b>	Full refund	Refund calculated at \$11.00 per course hours for classes not taken. Classes partially completed are not eligible for a tuition refund	No
<b>Manuals/ Materials</b>	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
<b>Association Fees</b>	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
<b>Practicum Fees</b>	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 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 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 327 Hours**

***Montessori Philosophy/Theory and Child Development:*** Major topics covered in this course are historical overview, formative periods, and development of intelligence, normalization, discipline, order, imagination, role of the teacher, lesson preparation and comparative studies. Dr. Montessori's view of child development – 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

Child Development – 4 Hours

Documented Observations – 6 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 Time Lines. Students will learn lessons to these Timeline activities and history and science experiments to go along with them. Fundamental Needs of humans, the introduction to the cosmos, evolutionary changes and 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 teaching place value, basic operations, properties, binomials and trinomials, powers of numbers, squaring etc.

**42 Hours**

**Language:** Students learn a sequence in teaching reading including phonetics, sight words, and beginning readers. Using a variety of concrete materials, teachers learn to present the basic parts of speech and their functions through 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 scope.

**35 Hours**

**Geography/Physical Sciences:** Major topics covered include landforms, maps, and globes. Cultural diversity is emphasized as flags and country symbols are covered. International clothing and songs are introduced. The child's place in the world, knowledge of the earth and geological and climatological phenomena of the earth are also covered. A deeper understanding of Earth Science continues where the Geography curriculum ends. Lessons and curriculum design for the Next Generation Science Standards are discussed and the incorporation of lessons within the framework of a multi-age classroom are presented. Emphasis is on modeling and inquiry within the science framework.

**35 Hours**

Geography – 20 Hours

Physical Sciences – 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 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, how to evaluate materials will be covered. In addition, the creation of original material for classroom use as well as reconfiguration of current learning materials will be covered.

**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, 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 “talk” about 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; others are at the discretion of the student.

**16 Hours**

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

## **Upper Elementary**

### **185 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, 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. Characteristic 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 web-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, the use of a compass as a design tool and repeated patterning.

**20 Hours**

**Physical and Biological Sciences:** Montessori Training Center is developing 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
<b>Knowledge</b>	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	
<b>Pedagogy</b>	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	
<b>Teaching with Grace and Courtesy</b>	3 a	Classroom leadership	Employer, field consultant, supervising teacher
	3 b	Authentic assessment	
	3c		

	3 d	The Montessori philosophy and methods (materials)	observation and evaluation
	3 e	Parent/teacher/family partnership	Children's learning and progress
	3 f	Professional responsibilities 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 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.

**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 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 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 cancelled 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 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.***

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. 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 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.

## **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 that 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 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.

*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 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.

**Montessori Training Center**  
Elementary I 2018-2019 Cohort Schedule

<b>Date</b>	<b>Time</b>	<b>Purpose</b>	<b>Contact Hours</b>
July 9, 2018	8-12 noon 12:30 – 4:30	EC Philosophy Overview EC Presentations	4 4
July 10, 2018	8-12 noon 12:30 – 4:30	EC Philosophy Overview EC Presentations	4 4
July 11, 2018	8-12 noon 12:30 – 4:30	EC Philosophy Overview EC Presentations	4 4
July 12, 2018	8-12 noon 12:30 – 4:30	EC Philosophy Overview EC Presentations	4 4
July 13, 2018	8-12 noon 12:30 – 4:30	EC Philosophy Overview EC Presentations	4 4
July 16, 2018	On your own	Early Childhood Observation <i>with Written Documentation</i>	4
		<b>Total Hours for Overview</b>	<b>44</b>
July 17, 2018	8 – 4:30	Math - Class	8
July 18, 2018	8 – 4:30	Math - Class	8
July 19, 2018	8 – 4:30	Math - Class	8
July 20, 2018	8 – 4:30	Math – Class	8
July 21, 2018	<i>Saturday</i>	<i>No class</i>	0
July 22, 2018	<i>Sunday</i>	<i>No class</i>	0
July 23, 2018	8 – 4:30	Math – Class	8
July 24, 2018	8 – 10 10 - 12	Math – Class Math Testing	2 0
		<b>Total for Math</b>	<b>42</b>
July 24, 2018	12:30 – 4:30	Language – Class begins	4
July 25, 2018	8 – 4:30	Language – Class	8
July 26, 2018	8 – 4:30	Language – Class	8
July 27, 2018	8 – 4:30	Language – Class	8
July 28, 2018	<i>Saturday</i>	no class	0
July 29, 2018	<i>Sunday</i>	no class	0
July 30, 2018	8 – 4:30	Language – Class	8
July 31, 2018	8 – 2:30 2:30 – 4:30	Language – Class Language Testing	6 0

		<b>Total Hours for Language</b>	<b>42</b>
August 1, 2018	8 – 12 noon 12:30 – 4:30	Practical Life Curriculum Design and Strategies	<b>4</b> <b>4</b>
August 2, 2018	8 – 4:30	Classroom Leadership	8
August 3, 2018	8-12 noon	Yearlong project	4
Break from August 4 – August 29 <sup>th</sup> , 2018 Classes begin on Thursday nights			
August 30, 2018	4:30 - 9	Philosophy - Class	4
Sept 6, 2018	4:30 - 9	Philosophy - Class	4
Sept 13, 2018	4:30 - 9	Philosophy - Class	4
Sept 20, 2018	4:30 - 9	Philosophy - Class	4
Sept 27, 2018	4:30 - 9	Philosophy - Class	4
Sept 29, 2018	9 -3:30	Art Workshop	6
Oct 4, 2018	4:30 – 9	Philosophy - Class	4
		Philosophy – Online class discussion	2
		<b>Total Hours for Philosophy Class</b>	<b>32</b>
		<b>Philosophy</b>	<b>(20)</b>
		<b>Total Hours for Child Development</b>	<b>(4)</b>
		<b>Online discussion</b>	<b>(2)</b>
		<b>Hours for Documented Observations</b>	<b>(6)</b>
Oct 11, 2018	4:30 - 9	History - Class	4
Oct 18, 2018	4:30 -9	History - Class	4
Oct 25, 2018	4:30 -9	History - Class	4
Nov 1, 2018	4:30 -9	History - Class	4
Nov 8, 2018	4:30 -9	History - Class	4
Nov 15, 2018	4:30 -9	History - Class	4
Nov 22, 2018	No Class	Thanksgiving Break	0
Nov 29, 2018	4:30 -9	History - Class	4
Dec 6, 2018	4:30 -9	History - Class	4
Dec 13, 2018	4:30 -7:30 8: - 9	History- Class History/Philosophy Written Exam	3 0
		<b>Total Hours for History</b>	<b>35</b>
Dec 14, 2018 – January 9, 2019 Winter Break			
Jan 10, 2019	4:30 -9	Geometry- Class	4
Jan 17, 2019	4:30 -9	Geometry- Class	4
Jan 24, 2019	4:30 -9	Geometry- Class	4
Jan 31, 2019	4:30 -9	Geometry- Class	4
Feb 7, 2019	4:30 -9	Geometry- Class	4
Feb 14, 2019	4:30 -9	Geometry- Class	4
Feb 21, 2019	4:30 -9	Geometry- Class	4
Feb 28, 2019	4:30 -9	Geometry- Class	4
Mar 7, 2019	4:30 -7:30 8:00 – 9:00	Geometry – Class Geometry – Testing Out	3 0
		<b>Total Hours for Geometry</b>	<b>35</b>

Mar 14, 2019	4:30 -9	Biological Sciences - Class	4
Mar 21, 2019	4:30 -9	Biological Sciences - Class	4
<i>March 22 – April 10, 2019 Spring Break</i>			
April 11, 2019	4:30 -9	Biological Sciences - Class	4
April 18, 2019	4:30 -9	Biological Sciences - Class	4
April 25, 2019	4:30 -9	Biological Sciences - Class	4
May 2, 2019	4:30 -9	Biological Sciences - Class	4
May 9, 2019	4:30 -9	Biological Sciences - Class	4
May 16, 2019	4:30 -9	Biological Sciences - Class	4
May 23, 2019	4:30 -9	Biological Sciences - Class	4
May 30, 2019	4:30 -9	Biological Sciences - Class	4
June 6, 2019	4:30 -9	Biological Sciences - Class	4
June 7, 2019	4:30 -9	Biological Sciences – Testing Out	0
		<b>Total Hours for Biological Sciences</b>	<b>44</b>
June 13, 2019	No class	<i>Last week of school for most schools</i>	
June 17, 2019	8 – 4:30	Geography and Physical Sciences - Class	8
June 18, 2019	8 – 4:30	Geography and Physical Sciences - Class	8
June 19, 2019	8 – 4:30	Geography and Physical Sciences - Class	8
June 20, 2019	8 – 4:30	Geography and Physical Sciences – Class	8
June 21, 2019	8-11:00 11:30 – 3:30	Geography and Physical Sciences – Class Geography and Physical Sciences – Testing Out	3 0
		<b>Total Hours for Geography and Physical Sciences</b>	<b>35</b>
June 22, 2019	<i>Saturday</i>	<i>No Class</i>	
June 23, 2019	<i>Sunday</i>	<i>No Class</i>	
June 24, 2019	8 – 12 noon 12:30 – 4:30	Year Long Project Art	4 4
June 25, 2019	8 – noon 12:30 – 4:30	PE Music	4 4
June 26, 2019	8- 12 noon 12:30 – 4:30	PE Classroom Leadership	4 4
June 27, 2019	8 - 4:30	Classroom Leadership	8
June 28, 2019	8 – 12 noon 12:30 - 4:30	Year Long Project Presentations All Subjects Written Final Exam	4 0
		<b>Total Hours for PE</b>	<b>8</b>
		<b>Total Hours for Visual Arts</b>	<b>10</b>
		<b>Total Hours for Music</b>	<b>4</b>
		<b>Total Hours for Classroom Leadership</b>	<b>16</b>
		<b>Total Hours for Year Long Project</b>	<b>16</b>
		<b>Total Program Hours</b>	<b>327</b>
			<i>Not including testing or exams</i>

**Montessori Training Center**  
Elementary II 2018-2019 Cohort Schedule

August 28, 2018	4:30 - 9	Math - Class	4
Sept 4, 2018	4:30 - 9	Math - Class	4
Sept 11, 2018	4:30 - 9	Math - Class	4
Sept 18, 2018	4:30 - 9	Math - Class	4
Sept 25, 2018	4:30 - 9	Math - Class	4
Sept 29, 2018 (Saturday)	9– 3:30	Art Workshop + 2 hours working on Art Portfolio due at end of year – Studio	6 2
		<b>Total Hours for Visual Arts</b>	<b>8</b>
Oct 2, 2018	4:30 - 9	Math - Class	4
Oct 9, 2018	4:30 - 9	Math - Class	4
Oct 16, 2018	4:30 - 9	Math - Class	4
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 No Class <i>Thanksgiving Break</i>			
Nov 27, 2018	4:30 - 9	Math – Testing Out	0
		<b>Total Hours for Math</b>	<b>48</b>
Dec 4, 2018	4:30 - 9	Geography/History – Class	4
Dec 11, 2018	4:30 - 9	Geography/History – Class	4
		<b>Total Hours for Geography/History</b>	<b>8</b>
<i>Dec 12, 2018 – January 7, 2019 Winter Break</i>			
Jan 8, 2019	4:30 - 9	Language - Class	4
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 - 6:30	Language – Class	2
	7:00 – 9:00	Language – Testing Out	0
		<b>Total Hours for Language</b>	<b>34</b>

Mar 12, 2019	4:30 -9	Philosophy - Class	4
Mar 19, 2019	4:30 -9	Philosophy - Class	4
March 20 – April 8, 2019 Spring Break			
April 9, 2019	4:30 -9	Philosophy - Class	4
April 16, 2019	4:30 -9	Philosophy - Class	4
April 23, 2019	4:30 -9	Philosophy - Class	4
	varies	2 hours of online discussion	2
		<b>Total Hours for Philosophy Class</b>	<b>28</b> (20)
		<b>Online discussion</b>	<b>(2)</b>
		<b>Documented Observations</b>	<b>(6)</b>
April 30, 2019	4:30 -9	Geometry - Class	4
May 7, 2019	4:30 -9	Geometry - Class	4
May 14, 2019	4:30 -9	Geometry - Class	4
May 21, 2019	4:30 -9	Geometry - Class	4
May 28, 2019	4:30 -9	Geometry - Class	4
		<b>Total Hours for Geometry</b>	<b>20</b>
June 4, 2019	4:30 -9	Practical Life	4
		<b>Total Hours for Practical Life</b>	<b>4</b>
June 11, 2019	<i>No class</i>	<i>Last week of school for most</i>	0
June 17, 2019	8 – 4:30	Physical and Biological Sciences - Class	8
June 18, 2019	8 – 4:30	Physical and Biological Sciences - Class	8
June 19, 2019	8 – 4:30	Physical and Biological Sciences - Class	8
June 20, 2019	8 – 4:30	Physical and Biological Sciences - Class	8
June 21, 2019	8 -11 :00	Physical and Biological Sciences - Class	3
	11:30 – 1:00	Testing	0
		<b>Total Hours for Physical and Biological Sciences</b>	<b>35</b>
		<b>Total Program Hours</b>	<b>185</b> <i>Not including testing or exams</i>

## **Adult Learner Rights and Responsibilities**

The adult learner is responsible to be aware of all policies and requirements of the teacher education program.

The adult learner must satisfy his/financial obligations to MTC before credential will be issued.

The adult learner must fulfill all duties and obligations listed in the agreement with the Practicum site.

The adult learner has a responsibility to notify the course director if opportunities for learning are not being provided at the Practicum site

The adult learner has a right to initiate grievances in situations which warrant it.

Adult learners are expected to complete all requirements: academic, practicum, and financial, within a three year time period following the program's official end of the academic phase for which the adult learner was enrolled. The Practicum must begin within two years of the academic phase.

Adult learners have the right to evaluate both the instructors and the program itself and may do so anonymously.

## **Montessori Training Center**

*4645 Buckeye  
Shingle Springs, CA 95682*

### **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*