



Montessori Hills Academy Teacher Certification Program

Montessori Hills Academy
612 Paseo del Rey
Chula Vista CA 91910
Phone: (619) 421 22 49
www.montessorihillsacademy.com
e mail: montessorihillsacademytcp@hotmail.com

Adult Learner Handbook

July 2018

Time period covered by this handbook: January 2018 thru January 2019

WELCOME

Dear Students,

Congratulations on your acceptance to the Montessori Hills Academy Teacher Certification Program. We want to express our excitement for your interest in Montessori, and wish you the best in your pursuit toward excellence in early childhood education.

Our main goal is to offer a professional program of the highest standards. We trust that the success of the Montessori Hills Academy Teacher Certification Program will translate into the greatest personally and professionally opportunities for you.

The philosophy and methods developed by Dr. Maria Montessori have been in existence for many years. However, never before has the climate been so right for its expansion into the many other fields concerned with optimum development of the child. Recognition of the success of Montessori Schools all over the world has heightened the interest of educators everywhere.

Your decision to become a part of this is to be congratulated. Your dedication during this educational journey will lead you to new and exciting discoveries that hopefully, will impact your future and the future of education.

This handbook is a guide in helping to answer questions you might have. This guide does not take the place of the many formal and informal meetings that will take place as a group and individually to discuss issues and concerns. The handbook is a reference and foundation from which to guide our operations, policies and procedures.

For your convenience,
Again, welcome to the world of MONTESSORI.

Sincerely,
The Montessori Hills Academy Teacher Certification Program Staff

MONTESSORI HILLS
ACADEMY
TEACHER CERTIFICATION PROGRAM

STAFF

ADMINISTRATIVE STAFF

Romina Bujazan President & CEO/Co-owner
Yoliand Valenzuela Vice-President/Co-owner
Angelica Vasconcelos Program Director/ Field Consultant
Claudia Magaloni Kerpel Administrative and Executive Director / Student Affairs/ Practicum Coordinator
[Rev. 12/2017]

FACULTY

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

INSTRUCTORS:

Elena Angelica Rodriguez Acevedo – Practical Life- Sensorial Language Arts & Cultural Areas,

Cecilia Gutierrez: Child Development & PCC

Angelica Vasconcelos- Montessori Philosophy, Mathematics, Leadership, Observation Techniques, Yearlong project

[Rev. 07/2018]

FIELD CONSULTANTS:

Elena Angelica Rodriguez Acevedo
Angelica Vasconcelos

[Rev. 01/2018]



MONTESSORI HILLS
ACADEMY
TEACHER CERTIFICATION PROGRAM

MHATCP MISSION STATEMENT

Our Mission is to contribute to society by training Montessori guides who have a solid foundation based on the Montessori philosophy. Guides with a high level of understanding and professionalism, which allows them to guide children to discover their full potential.

The goal of the Primary Course (Early Childhood 2 ½ - 6) is to create transformed adults who will be sensitive and effective practitioners and creators of a Montessori environment, empathetic advisors to parents and enthusiastic representatives of the Montessori method, informing the general public about Maria Montessori's methodology and goal for human progress toward peaceful coexistence. In this manner, we can best serve the needs of the child.

This program offers an education with common sense, which aims to sensitize the needs and strengths of all members in a educative community, which in turn has a deep scientific, philosophical and methodological foundation.

Montessori Hills Academy is affiliated and accredited by American Montessori Society (AMS) and Montessori Accreditation Council for Teacher Education (MACTE). Two International Organizations that monitor and certify Teacher Training Programs.



AMERICAN
MONTESSORI
SOCIETY



Montessori
Accreditation
Council for
Teacher
Education

MACTE

MONTESSORI
ACADEMY
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STUDENT'S GENERAL POLICIES

General

Academic Expectations

- All students will engage in a variety of learning experiences to determine skills in:

1. Evaluating information
2. Critical thinking and problem solving
3. Reading comprehension
4. Oral communication
5. Written communication

Social Expectations

- Students will develop self-worth and emotional maturity using positive interpersonal and intrapersonal skills.
- Students will develop coping skills that promote self-advocacy and self-confidence in real-life situations.

Civic Expectations

- Students will have the opportunity to gain knowledge and respect for the diversity on our campus, in our communities, and the world beyond.
- Students will have the opportunity to be knowledgeable advocates of their civic obligations and privileges.



CODE OF ETHICS

Student's Code of Ethics

1. The student will conduct him/herself in a courteous, respectful and ethical attitude. He/she will avoid negative expressions and actions that may affect peers, Instructors, directors and/or any other person who works, visits, observes, assess directly or indirectly a class or the premises.
2. Dress code should be professionally appropriate and being well nourished.
3. The student compromises to address peers, instructor and any other persons with proper vocabulary and positive corporal expression. Model grace and courtesy at all times, in and out of the premises.
4. The student agrees to be punctual at class time, breaks and dismissal.

5. Students of the Montessori Hills Academy Teacher Certification Program, are expected to conduct themselves professionally and personally in a manner that demonstrates a respect for themselves, their fellow students, the instructors, and the course of study they have committed themselves to follow. To fulfill this obligation a student is expected to:
 - a. Attend all classes and be prompt.
 - b. Honor commitments to meet course requirements.
 - c. Take independent action in the pursuit of learning.
 - d. Seek timely consultation and help when needed in matters related to the work.
 - e. Seek clarification when needed, at the appropriate time.
 - f. Meet all financial obligations.
 - g. Wear uniform in an appropriate way whether in class or in the classroom during practicum.
 - h. Use honest, open communication with instructors, other students and the administration.

Commitment to our students

MHATCP staff members are committed to serve their students in the following ways:

1. Encouraging independence in the pursuit of learning.
2. Providing the opportunity to participate in the program without regard to race, gender, color, creed, disability or national origin.
3. Protecting, to the best of their ability, the health and safety of the students.
4. Honoring professional commitments and maintaining obligations and contracts without soliciting or involving students in schemes for commercial gain.
5. Keeping all information gained during the course of their professional service confidential unless disclosure serves professional purposes or is required by law.

Commitment to the Public

MHATCP staff members are committed to clearly and accurately representing the educational programs and the nature of Montessori Education to the general public.

This will be accomplished by:

1. Respecting the views of the various Montessori societies, accurately representing them in public discussion and clearly distinguishing any private views from those of MHATCP.
2. Respecting the rights and responsibilities of colleagues within the teaching profession.

Commitment to the Profession

MHATCP staff members are committed to raising professional standards and conditions to attract trustworthy individuals to seek careers in Montessori education by:

1. Extending just and equitable treatment to all members of the Montessori educational profession.
2. Clearly and honestly representing his/her own professional qualifications.

3. Applying, accepting, offering, recommending and assigning professional positions and responsibilities on the basis of professional preparation and legal qualifications.
4. Using honest and effective methods of administering duties, use of time and conducting business.

**This code of ethics has been adapted from that of the American Montessori Society.*

Student's Rights – Program Responsibilities

In order to preserve and protect the rights of students, MHATCP makes a commitment to fulfill the following responsibilities:

1. Emphasize quality.
2. Report tuition costs completely and accurately.
3. Ensure fair, reasonable, meaningful and timely academic evaluations and grades, based on the quality of student performance.
4. Maintain transcripts and records of graduates properly and guarantee confidentiality and student access to their own records for a minimum of 5 years.
5. Inform students regularly of their academic progress and award Credentials after all stated requirements are fulfilled.
6. Provide adequate facilities and services to support academic goals.
7. Offer quality instruction through instructors who have appropriate training and expertise, are up-to-date in their fields, meet scheduled classes, come to class prepared and are available to students outside of class.
8. Describe course requirements in clear, specific, and accurate terms, in written form, to insure that educational requirements are meaningful.
9. Notify students of unusual features of the course that cannot be readily anticipated.
10. Offer course work that is comparable to its catalog description.
11. Embrace the principle of academic honesty.
12. Publish causes for dismissal in clear and specific form and to dismiss a student only for due cause and after due process.

Program Rights – Student's Responsibilities

MHATCP maintains its rights as an institution of education, and expects students to be responsible for the following:

1. Be committed to acquiring Montessori Teacher Training and willing to put forth maximum effort in its pursuit.
2. Be informed – read all information disseminated by the course.
3. Take an active part in planning and executing their course of study within the context of stated requirements and existing institutional resources.
4. Continually monitor their academic progress.
5. Attend class and participate in other required activities.
6. Be punctual at all classes, come in prepared and complete assignments on time*.

****Students with less than 90% attendance and or excessive tardiness, may be dismissed from the class and will be required to retake the subject the following semester. Each phase builds upon the prior one; this means that to be able to begin the Practicum phase, it is the student's responsibility to comply with ALL requirements specified in each Course: Course I (Preliminary): 20 hours of the Montessori Method; Course II (493 hrs. completed with a minimum of C grade)***

Academics; Course III (Practicum-internship, satisfactorily complied with) and Course IV Final Evaluation (Yearlong Project submitted and approved to earn the right to take the final testing). [Rev. 7/2016]

7. Be informed about the full cost of the program.
8. Satisfy financial obligations to the program in a timely fashion
9. Read and fully comprehend contracts before signing them.
10. Keep a record of all contracts and receipts.
11. Be knowledgeable about other Teacher Certification Programs and assure yourself that your enrollment in MHATCP is based on an informed decision. Read published information, interview students, former students and staff concerning their experience with MHATCP before making a final decision.

[Rev. 01/2018]

Statement of Fair Practices*

In the area of advertising, MHATCP will:

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

In the area of finances, MHATCP will:

- Inform students of the full cost of its program
- Inform potential students concerning the availability of student aid.
- Employ published refund policies, which are fair and accurate.
- Charge fair and reasonable fees for infractions such as loss or breakage of materials and equipment and non-return of library books.
- Assess reasonable tuition increases and provide sufficient notice of said increases.
- Maintain records of all fees paid by students.
- Inform students of any financial instability in the event that any may occur.

In the area of admissions, MHATCP will:

- Make available written admissions policies.
- Give prospective students a clear, accurate representation of the course, encouraging them to visit the facility and talk with faculty and students.
- Maintain clear and specific policies on job placement.

*This statement is based on one included in "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 in Policy Studies in Higher Education (1979, Jossey - Bass. MWTC)

STUDENTS RECORD KEEPING DIPLOMA AND TRANSCRIPTS:

Copies of all documents signed by the student, including contracts, instruments of indebtedness, and documents relating to financial aid, will be kept permanently in the student file.

A copy of the Diploma granted by this Institution and a copy of the student transcripts will also be kept permanently in the student file. (Rev 08/2017)

STUDENT TUITION RECOVERY FUND (STRF)

"You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1.You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and

2.Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1.You are not a California resident, or are not enrolled in a residency program, or

2.Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party."

"The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency programs attending certain schools regulated by the Bureau for Private Postsecondary and Vocational Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1.The school closed before the course of instruction was completed.

2.The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.

3.The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.

4.There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.

5.An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act."

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

GRIEVANCE

STUDENT ARBITRATION PROCEDURES

Arbitration Procedures are developed to arbitrate significant complaints or grievances by students, faculty or practicum consultants. They will be used to decide on a course of action in response to a grievance, which shall be binding on all parties. All grievances shall be arbitrated by an arbitration committee composed of the director of the program, one faculty member,

one student and one "stand-by" faculty member, who will take the place of any faculty member on the committee against whom the grievance is brought. In the event that the student member is bringing a grievance, an alternate student will be elected by the remaining students to act in his/her stead.

AREAS OF GRIEVANCE

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

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

GRIEVANCE PROCEDURES

1. The individual initiating the complaint must first attempt to resolve it with the involved party. This solution must be acceptable to the course director if it involves any change in course requirements including assignments and attendance.
2. If no solution is reached, the complaint is then brought before the Arbitration Committee (once the program has been fully accredited by MACTE). If a hearing is deemed in order, the Arbitration Committee shall hear presentations from both sides and attempt to mediate, deciding in a solution satisfactory to both parties. If this fails, the Committee shall decide by majority vote on a binding course of action.
4. Individuals who feel the action taken by the MHATCP Arbitration Committee is not appropriate may appeal to the MACTE Commission. If a hearing is deemed in order, the MACTE Commission shall hear presentations from both sides and attempt to mediate, deciding on a solution satisfactory to both parties. If this fails, the Committee shall decide by majority vote on a binding course of action. The decision of this committee shall be considered binding to all parties, and no further appeal is possible.

OR,

The individual may contact the Bureau of Postsecondary Education at any time. [Please refer to page 4-5 of this Handbook for contact information]; and MACTE (The Montessori Accreditation Commission for Teacher Education) may be contacted at the following addresses:

MACTE Commission National Office
Rebecca Pelton, Executive Director,
MACTE, 313 Second Street S.E. Suite 112
Charlottesville, VA 22902
Phone: (434) 202-7793
Fax: (888) 525-8838
Email: rebecca@MACTE.org

STUDENT'S SERVICES

HUMAN RESOURCES

From emergency shelters and transitional housing to family counseling our Family Wellness and Self- Sufficiency Department staff is dedicated to helping families and individuals survive and overcome difficult situations. This department also manages many of SBCS shelters and housing; and provides counseling services, food and various living needs for all residents.

<http://www.southbaycommunityservices.org>

MAAC Project

The Mission of the MAAC Project is to promote self-sufficiency for low and moderate income families and communities of Southern California through advocacy for, and delivery of, social, educational, housing and employment services.

MAAC Project's Health Services is composed of a variety of programs including Recovery Homes for men and women, Drug and Alcohol Counseling Services and Home Weatherization Services. MAAC Project has developed specific treatment services to address the high rate of alcohol and drug abuse. To help increase the chance for a person to achieve long term sobriety, great effort is made to provide services from a bilingual and cultural context.

<http://www.maacproject.org/>

Chula Vista Public Libraries

http://www.chulavistaca.gov/City_Services/Community_Services/Library/Default.asp

Chula Vista Wic

WIC provides Federal grants to States for supplemental foods, health care referrals, and nutrition education for low-income pregnant, breastfeeding, and non-breastfeeding postpartum women, and to infants and children up to age five who are found to be at nutritional risk.

1655 Broadway, #18

Chula Vista, CA

(619) 426-7966

<http://www.fns.usda.gov/wic>

Chicano Federation

Chicano Federation creates and promotes empowering opportunities for our community.

De Mujer a Mujer Project is funded by the National AIDS Fund and Johnson & Johnson to provide HIV education to women. It is created by Latinas in San Diego for Latinas in San Diego, ages 18 and above. The project focuses on five elements:

1. Empowerment (Focusing on Self)
2. Sexual Health Knowledge
3. Healthy Relationships
4. Good Communication Skills/Advocacy
5. Good Decision Making Skills

<http://www.chicanofederation.org/Default.aspx>

DHCC

PDHealth.mil provides information and guidance for service members and their families about the service member and family support services that are available from the military, VA, and the private sector.

<http://www.pdhealth.mil/hss/smfss.asp>

Center for Children

One of the greatest challenges any community faces is to offer hope to a child or adolescent who is suffering from a mental health problem – mental, emotional or behavioral problems that often we cannot see, much less understand. The children and adolescents at the San Diego Center for Children know what it feels like to confront these challenges. They know what it feels like not to have their basic needs met – they question if anything they do even matters as they struggle to find their place in society.

Our highly-skilled team of dedicated professionals knows how to reverse destructive behavior and restore a child's and an adolescent's greatest hope – to regain a healthy and normal life complete with family, friends, school, and routine.

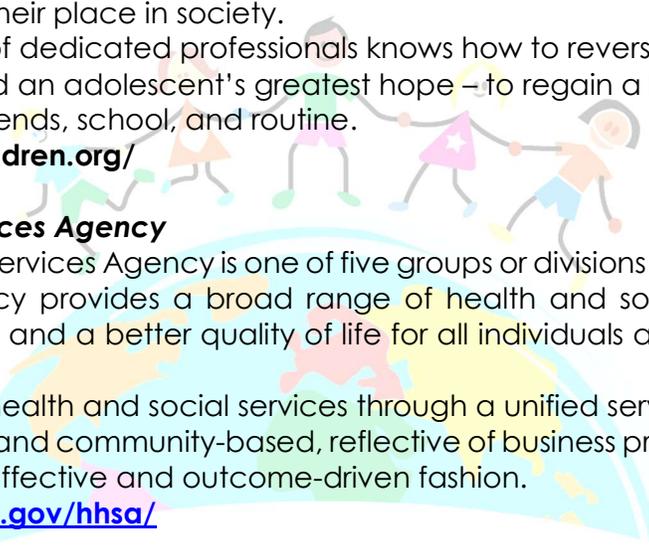
<http://www.centerforchildren.org/>

Health and Human Services Agency

The Health and Human Services Agency is one of five groups or divisions of the San Diego County government. The Agency provides a broad range of health and social services, promoting wellness, self-sufficiency, and a better quality of life for all individuals and families in San Diego County.

The Agency integrates health and social services through a unified service-delivery system. This system is family focused and community-based, reflective of business principles in which services are delivered in a cost-effective and outcome-driven fashion.

<http://www.sdcounty.ca.gov/hhsa/>



MONTESSORI HILLS
ACADEMY
TEACHER CERTIFICATION PROGRAM

INFORMATION AND GENERAL POLICIES

Student-Adult Learner Handbook:

This catalog is updated each semester; before each Academic phase begins. Edited policies and or procedures, will be dated at the end of the paragraph related to.

You may find this Handbook on the School's Webpage www.montessorihillsacademy.com on the tab: Teacher Certification Program*; AND/OR will be provided in a pdf. document, sent to the prospect student's email, upon request. A hardcopy of it, is available at the School's office.

**Our Web page is continuously upgraded. If you are not able to find this Handbook and/or any other information, you may ask at the office for a printed copy.*

Facility Location

Montessori Hills Academy Teacher Certification Program is located at the Montessori Hills Academy Facility on 612 Paseo del Rey Chula Vista CA. 91910.

All classes are held at this address.

Facility Accommodations

Montessori Hills Academy has 2 Instruction classrooms where the instruction lessons are offered: Room 3 and 5 (designated for the Teacher Certification Program), 2 adult Restrooms, outdoor Lunch/break area, Director's office, Reception and 5 Montessori Environments/ classrooms (for presentation practices). See Appendix J for location map.

A full set of the Montessori Method Materials, EC level, is provided for your learning and practice, in each Montessori Training designated rooms.

Montessori Hills Academy Teacher Certification Program does not have dormitory facilities under its control and we do not provide assistance to the student in finding housing. The availability of housing near the institution is favorable with the average cost of a home in the area at around \$400,000 and rent for a 1 bedroom apartment is approximately \$1200.

Parking rules

Please be careful not to park in front of driveways or cause any inconvenience to the neighbors. Students are requested to observe proper safety procedures when leaving the building.

Non Discrimination Policy

MHA is non-sectarian and admits all students and staff regardless of race, color, sex, sexual orientation or ethnicity. It makes all rights, privileges, programs and activities generally available or accorded to students in a school available to all students indiscriminately. It does not discriminate in its administration, educational and/or admission policies.

Equal Opportunity Statement

The Montessori Hills Academy Teacher Certification Program does not deny opportunity on the basis of sex, sexual orientation, gender identity or expression, race, color, national or ethnic origin, ancestry, age, disability or veteran's status in the administration of its educational or academic policies, loan programs or other school administered programs.

Course Prerequisites

A bachelor's degree in any field of study is recommended. However, a High School Diploma with a minimum 3.0 GPA is required. In the case of applications from non-English speaking countries, transcripts must be translated into English and certified as equivalent to High School.

Sponsorship

Some schools sponsor Montessori candidates in exchange for teaching after graduation for a specific period of time. It is the responsibility of the student to arrange for sponsorship.

Enrollment deadlines

Deadline to enroll is one week prior to the registration date or first class meeting, and AFTER the completion of the Preliminary course has been attended. All paperwork and payments must be received by this date.

TUITION AND FEES

Total Tuition **\$ 8,620.00**

The total charges for a period of attendance and the estimated schedule of total charges for the entire program are the same.

Deposit to be payed upon enrollment **\$ 810.00** **(non refundable)**

This deposit is due to secure your space. It is not refundable under any circumstances. It covers:

\$ 332.00	The Preliminary Course
\$ 230.00	AMS membership
\$ 161.00	MACTE endorsement
\$ 87.00	Student's manuals in PDF format.

(rev 07/2018)

The tuition balance of \$ 7,810.00 must be paid in full according to the payment plan chosen below.

PAYMENT PLAN A: ONE PAYMENT

We offer a 10% discount (\$7,029.00)

Entire payment is due 1st of October 2018

PAYMENT PLAN B: MONTHLY INSTALLMENTS (regular tuition)

12 monthly installments	\$650.00 each	1st payment due 1st of October 2018
15 monthly installments	\$520.00 each	1st payment due 1st of October 2018
18 monthly installments	\$433.00 each	1st payment due 1st of October 2018
20 monthly installments	\$390.00 each	1st payment due 1st of October 2018

ESTIMATED DUE FOR THE ENTIRE PROGRAM

TOTAL CHARGES FOR CURRENT PERIOD OF ATTENDANCE

CHARGES DUE UPON ENROLLMENT

\$ _____ *
\$ _____
\$ _____

*You are responsible for this amount. Additional fees apply: \$250 Final Exam, uniform \$ 16.20, Returned check \$35, late payment fee \$35

- Tuition is due on the 20st day of the prior month.
- A \$ 35.00 (thirty-five dollars) late fee charge will automatically apply on the 26th.
- Uniforms are required and can be purchased at school site for an additional cost of \$16.20

Additional Costs

- Supplies for Art class: additional costs may occur for individual students' art supplies that are not included in total cost.
- Subject repetition \$ 200.00 (not included in total cost)
- Retake of the Montessori Apparatus \$600.00 subjects (applies for certified Montessori Teacher interested on solidify their knowledge of a subject(s). **[Rev. 07/2016]**
- For not approved Final written Exams, retake will be \$200.00 per each exam (not included in total cost)
- Fee to take Final Oral Exams \$ 250
- Extraordinary exam \$ 200 (can only be taken once)
- Field consultants are required to visit the student three times during the practicum. If more visits are required, there will be an additional cost.
- **All delinquent payments incur a 1% monthly finance charge. [03/16]**

Enrollment cancellation.

To cancel the contract for school, you need to be present at MONTESSORI HILLS ACADEMY at 612 Paseo del Rey Chula Vista CA. 91910.

No refunds are made on enrollment payments.

Instruction Materials. Once purchased, books and other printed materials are the property of the student.

Probationary Status

Students accepted into the summer course on a probationary basis are notified of this probationary status at the time of acceptance into the course. This probationary acceptance is effective through the first winter seminar. If the student is in good standing at the end of the probationary period, probationary status will be lifted and the student will be notified in writing. If a probationary student is not in good standing by this time, the Director of Training will make a final review of the student's participation in the course and a decision will be made as to the student's continued participation in the course. This decision will be based on an evaluation of work-to-date, extenuating circumstances, attendance, class participation and the student's commitment to the completion of the course requirements.

If a student's conduct or work appears to be unsatisfactory during the course, the student may be placed on probationary status. Unsatisfactory conduct or work could include but is not limited to habitual lateness to lectures or practice sessions, written assignments which contain many errors and/or do not cover the assigned materials, the submission of late work on more than two occasions, and poor use of the supervised practice sessions. The Director of Training will notify the student if s/he is placed on academic probation. A student on academic probation must meet with the Director of Training to discuss the situation and create a plan for satisfactory participation in the course. This plan will be specific to the student's situation and will include a time line for bringing the student into good standing.

School and Student Records

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

Access to Records

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

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

- I. The degree or certificate granted and the date on which that degree or certificate was granted.
- II. The courses and units on which the certificate or degree was based.
- III. The grades earned by the student in each of those courses.

Confidentiality & privacy Practices

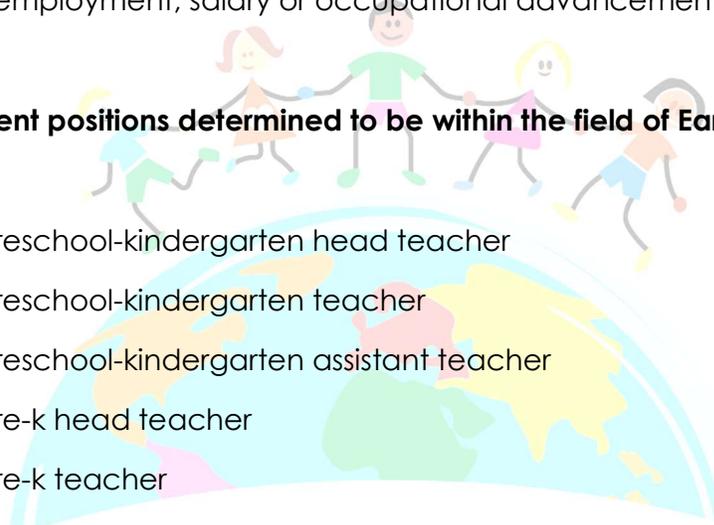
MHATCP guarantees that all student records will be kept confidential and in a secure location.

We adhere to all generally accepted privacy practices regarding personal and sensitive student information. MHA never gives out student information.

Placement Assistance

Request from Montessori schools for Montessori teachers are kept on file at the Academy and are fully accessible to the student and graduates. No guarantee for placement is being made, however. Interview techniques will be discussed as part of the course. Letters of recommendation may be requested. Although some placement assistance to graduates is offered, there is no guarantee made to the student. Some schools contact MHA when they are in need of teachers or assistants. When that occurs, MHA posts such notices on its web site. MHA cannot guarantee employment, salary or occupational advancement. **[Rev. 01/2015].**

List of the employment positions determined to be within the field of Early Childhood Montessori

- 
- Montessori preschool-kindergarten head teacher
 - Montessori preschool-kindergarten teacher
 - Montessori preschool-kindergarten assistant teacher
 - Montessori pre-k head teacher
 - Montessori pre-k teacher
 - Montessori pre-k head assistant teacher
 - Montessori kindergarten head teacher
 - Montessori kindergarten teacher
 - Montessori kindergarten assistant teacher

[Rev. 07/2018]

The Bureau of Labor Statistics Standard Occupational Classification (SOC) codes for those positions are:

SOC CODE

Employment Positions

25-2011	Preschool Teachers, Except Special Education
25-2012	Kindergarten Teacher, except Special Education
25-2012	Teachers, Bilingual Kindergarten
25-9040	Teacher Assistant

25-9042

Teaching Assistants, Preschool through Grade 12

25-3099

Teacher and Instructors, All Other

25-3090

Teachers and Instructors, Miscellaneous

[Rev. 07/2018]



Transfer

The entire sequence of curriculum components as delivered by MHA is required to successfully complete the Primary Teacher Certification Program. It is unlikely that MHA would accept segments of training from other courses or that another course would accept segments of our training.

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

The transferability of credits you earn at Montessori Hills Academy Teacher Certification Program is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the (degree, diploma, or certificate) you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the (credits or degree, diploma, or certificate) that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Montessori Hills Academy Teacher Certification Program to determine if your (credits or degree, diploma, or certificate) will transfer. [07/2016]

THIS INSTITUTION DOES NOT GRANT CREDIT FOR PRIOR EXPERIENTIAL LEARNING.

English as a Second Language (ESL)

MHATCP does not offer English-as-a-second language instruction; it does offer courses in Spanish, although the materials for the presentations, Manuals, books, handouts and materials are written in English.

The student must have the ability to read and write English at the level of a graduate of an American high school as demonstrated by the possession of a high school diploma, GED or passage of the California high school proficiency exam.

Certificate of Completion

To be certified, students must successfully complete all the components of the program, turn in all required materials and fulfill all the requirements. A Certificate of Completion is conferred by MHATCP upon the successful completion of the academic and internship phases. Successful completion is defined by completing all required work as defined in the Standards of Completion portion of this catalog, and receiving a letter grade of C or better on all work and evaluations.

Leave of Absence

Students requiring a leave of absence (LOA) must consult with a co-director. Student must request a LOA in writing. Not attending class does not count, nor do verbal requests. The student's tuition must be paid in full for the portion of the course which they did attend, in order to be placed on LOA status. The student must contact MHA Director to resume training when they are ready. Students who wish to resume training after a LOA of three years or more must resume training from the beginning, unless they completed all the course work and materials for the courses they did attend. If the course work was completed, they may take only the classes they need to complete.

Dismissal

The Director of Training is responsible for making the decision to dismiss a student. Students may be dismissed for the following reasons:

1. Unprofessional behavior.
2. Instability with regard to the performance of student in relationship with children.
3. Inability to perform academic course work successfully.
4. Inability to turn in required course materials in a timely manner.
5. Less than 90% attendance if course work is not made up.
6. Non-payment of fees.

Before dismissal occurs, a student may be placed on probation for one or more of the above reasons. If, after one month, the student's performance is still unsatisfactory, dismissal will then ensue. Tuition refunds that occur because of dismissal will follow the same refund schedule as described in the admissions procedure (see admission for more information).

Faculty

All faculty members hold an EC Montessori credential, a Bachelor's Degree and or at least 10 years of experience teaching in an EC Montessori Environment AND over 1000 hours of Adult instruction. Faculty members credentials are filed in the office for reference.

International Students

Montessori Hills Academy TCP welcomes students from other countries. International students must ensure that they have all appropriate governmental permissions prior to enroll at the MHATCP. Visa services are not provided by Montessori Hills Academy at this time.

[Rev. 07/2016]

Limited English speakers: If English is not the student's primary language, and the student is unable to understand the terms and conditions of the enrollment agreement, the student shall have the right to obtain a clear explanation of the terms and conditions and all cancellation and refund policies in his or her primary language. If your primary language is Spanish, you may request a Spanish version of the student enrollment contract.

ATTENDANCE POLICY

The Program is both intense and non-duplicate. Therefore, **absences are not permitted**. All absences are deemed serious and necessitate a meeting with the Director. Punctuality is assumed for the same reasons that absences are not permitted. If there are extenuating circumstances which cause a student to miss a test, the student will be given the opportunity to complete the test as soon as they are able. *This policy may be subject to change only if determined by the sole discretion of the Instructors and Co-directors.* **[Rev. 03/2016]**

Full attendance and satisfactory participation are required for all lecture/demonstration sessions and MHATCP requires attendance records to be kept. Lectures begin promptly at the scheduled hour. As a prerequisite for the final examinations, students must observe punctuality and regular attendance to lectures, practice classes, observation and practice teaching. Due to the intensity of the course work, students are urged to keep their absences due to illness or family emergencies to a minimum. Students are requested to notify the MHATCP in advance of

an anticipated absence. Excessive absence will impair the students' graduation prospects, and students must attain at least 90% attendance in order to sit for the written and oral exams.

Make-up or Retake of Work or Examinations

Students not satisfactorily completing any portion of the course work must make special arrangements for completion with the Director of Training. Students failing any portion of the final written or final oral examinations, or those unable to sit for oral examination as a result of incomplete work, may retake the failed portions of the examinations the following year.

Additional practice with the apparatus, written work and/or attendance at lectures may be required as a prerequisite for retaking the examinations. Final examinations may only be taken twice, and no later than one year after the first sitting. At MHATCP the fee is \$200; the training center at which a student sits for the oral examination will impose a financial assessment for this service. *This policy may be subject to change only if determined by the sole discretion of the Instructors and Co-directors. [Rev. 03/2016]*

LATE MATERIAL POLICY

Materials are required to be submitted on time. Materials and albums are due on the last day of each course. If the student is not prepared to submit their materials or albums when they are due, they must submit a written explanation to the co-director, and outline a timeline for submission of the required materials. If a student has taken a course but neglected to turn in the required materials during the course, they will be allowed to turn in the materials within one calendar year of their enrollment in that course, *if they have provided the written explanation above.* After one calendar year, if they want to turn in materials they will need to pay an Album Review Fee of \$50 per album, as well as Material Review fees, so the MHATCP may contract with a Reader/Reviewer to properly grade and assess the materials required for the course.

Additional copies of credentials and transcripts

The student is given a Credential of Completion and official transcript when training is successfully completed. Additional copies of Credentials are available for \$10 each. Additional copies of transcripts are available for \$5.

Right to withhold transcripts and grades for nonpayment of tuition

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

CANCELLATION & REFUND POLICY

CANCELLATION POLICY - "BUYER'S RIGHT TO CANCEL"

A full refund of all fees, aside from the Preliminary course and the application fee, will be made available to all students in the following circumstances:

1. When the student cancels, in writing, the financial contract on or before the first day of instruction.
2. If the program is discontinued, or the specific segment is cancelled or postponed.

RIGHT TO WITHDRAW

The student has the right to withdraw from the program at any time, provided the intent to withdraw is received in writing. The student may not withdraw by calling the MHATCP or by not attending class. The student has the right to receive a refund of tuition according to the refund schedule that follows.

REFUND POLICY STATEMENT

This school has and maintains a policy for the refund of the unused portion of tuition/course fees in the event that the student fails to enter the course or withdraws at any time prior to the completion of the course. This policy provides that the amount charged to the students for tuition for a portion of the course does not exceed the approximate pro rata portion of the total charges for tuition that the length of the completed portion of the course is in ratio to the total length. All refunds will be given within 30 days of the date of the Cancellation Notice.

STUDENT'S RIGHT TO CANCEL

You have the right to cancel your agreement for a program of instruction, without any penalty or obligations, through attendance at the first class session or the seventh calendar day after enrollment, whichever is later. After the end of the cancellation period, you also have the right to receive a refund only for the remaining portion of the program which you will not attend. You have the right to receive a pro rata refund if you have completed 60 percent or less of the scheduled days in the current payment period in your program through the last day of attendance.

The Preliminary course (once it has started) and the application fee are non-refundable.

If the student has not paid the tuition in full, refund amounts will be adjusted according to the amount the student has paid to date. Refunds will be paid by check, within 30 days of the date of withdrawal or cancellation of the student. The pro rata refund schedule applies to students who have completed 60 percent or less of the course of instruction. Refunds for students who have completed more than 60% of the course will be at the discretion of the MHATCP Co-directors.

SCHOLARSHIP, DISCOUNTS AND FINANCIAL SUPPORT

For each Course, discounts may be offered based on the School Administrator's sole discretion, after reviewing the annual household income of the applicant.

There are no admissions requirements for ability to benefit students at this moment. MHATCP has not entered into an articulation or transfer agreement with any other college or university.

This discount is limited, and is chosen based on the financial statements submitted as well. **[03/2016]**

MHATCP may offer flexible payment options to assist our students in any way possible to make the tuition more manageable, including spreading payments over 18 months. Please contact the course administrator to set up an interview and assess your financial needs. **[03/2016]**

Financial Aid

MHATCP does not participate in any federal nor state financial aid programs.

Student Loan

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If the student has received federal financial aid funds, the student is entitled to a refund of the moneys not paid from federal student financial aid program funds.

Credit Cards

Student may opt to pay any part or all of their tuition or fees with a Credit Card, however a 2% bank convenience fee will apply. For more information about this program, please contact the course administrator.

EXTENDED ENROLLMENT POLICY AND FEES

Students who are unable to complete a portion of the course within the prescribed time period, and who have paid for that portion of the course, may opt to take that portion of the course when it is offered in the future. There is no charge for this service. Students who wish to make up portions of course work can arrange to do so with the co-director and/or a faculty member for an additional fee to be determined according to the amount of tutoring necessary. If a student wishes to turn in outstanding materials in order to complete the training after the enrollment period normally covered by tuition, and if more than one year has passed since the student was enrolled, there will be a fee of \$50 per album to be reviewed, as well as fees for other materials or papers to be reviewed (see "LATE MATERIALS POLICY").

MONTESSORI HILLS
ACADEMY
TEACHER CERTIFICATION PROGRAM

ACCREDITATION

MACTE:

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

Students completing a MACTE-accredited program are assured of the broadest possible opportunity for acceptance of their Montessori credentials throughout the nation and world.

The following are some of the reasons MACTE accreditation is unique:

- MACTE accreditation is recognized by the U.S Department of Education.
- Standards of accreditation are reviewed and commented on by practitioners and educator in the profession; as well as the standards as they are designed to encompass diversity in curriculum content and in methods of instruction.
- MACTE staff will assist you with any questions you have concerning accreditation. You may visit our website at www.MACTE.org

AMS:

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

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

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

Montessori Hills Academy Teacher Certification Program is a Private Institution approved by the BPPE to operate. For questions or inquiries please contact the Bureau:

BPPE:

BUREAU FOR PRIVATE POSTSECONDARY EDUCATION (BPPE)

Bureau Mission Statement

The Bureau exists to promote and protect the interests of students and consumers: (i) through the effective and efficient oversight of California's private postsecondary educational institutions, (ii) through the

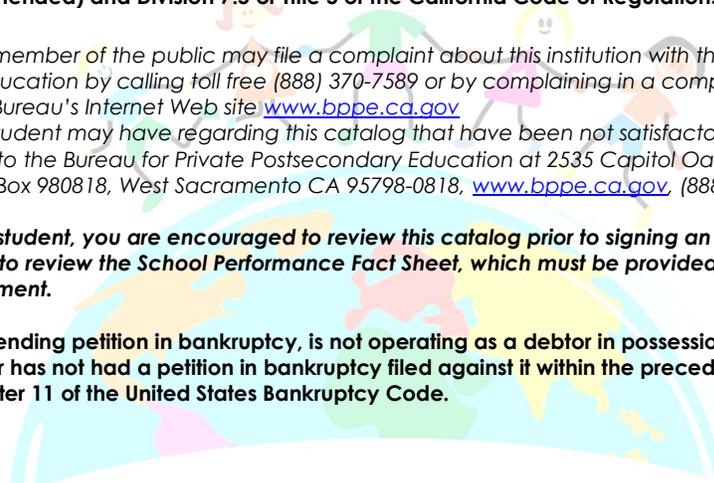
promotion of competition that rewards educational quality and employment outcomes, (iii) through proactively combating unlicensed activity, and (iv) by resolving student complaints in a manner that benefits both the complaining student and future students. The Bureau for Private Postsecondary Education came into existence on January 1, 2010, following passage of Assembly Bill 48, known as the California Private Postsecondary Education Act of 2009 (California Education Code, Title 3, Division 10, Part 59, Chapter 8).

BUREAU FOR PRIVATE POSTSECONDARY EDUCATION
2535 Capital Oaks Drive, Ste. 400, Sacramento CA 95833
PO Box 980818, West Sacramento CA 95798-0818
www.bppe.ca.gov
(888) 370-7589, fax (916) 263 1897
(916) 431 6959, fax (916) 263 1897

This Institution is a private Institution approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations.

- A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling toll free (888) 370-7589 or by complaining in a complaint form, which can be obtained on the Bureau's Internet Web site www.bppe.ca.gov
- Any questions a student may have regarding this catalog that have been not satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento CA 95833 or P.O. Box 980818, West Sacramento CA 95798-0818, www.bppe.ca.gov, (888) 370-7589 or by fax (916) 263 1897
- **As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.**

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



MONTESSORI HILLS
ACADEMY
TEACHER CERTIFICATION PROGRAM

ADMISSION

1. ADMISSION/CREDENTIAL REQUIREMENTS – EARLY CHILDHOOD COURSE

- The candidate for an AMS Early Childhood Credential holds a minimum of a Bachelor's degree from a regionally accredited U.S. college/university.
- An AMS Associate Early Childhood Credential is awarded to an adult learner with a minimum of a high school Credential or its equivalent, but without a Bachelor's degree from a regionally accredited U.S. college/university. Candidates for an AMS Associate Early Childhood Credential must complete all requirements for the course in which they are enrolled. Upon completion, they should represent themselves as holding an *AMS Associate Early Childhood Credential*. [11/08/2017]

Holders of the AMS Associate Early Childhood Credential are encouraged to continue working toward attaining a Bachelor's degree. Teachers with an Associate Credential are eligible for an AMS Early Childhood Credential upon completing the Bachelor's degree requirement. An official transcript documenting this completion and appropriate upgrade fee must be sent to 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. [3/83, 4/95, 3/06, 11/07] [8/09, from the AMS Handbook for Teacher Education Program Affiliation] **[Rev 06/2012]**

- **Early Childhood Credential for adult learners whose post-secondary studies are outside of the U.S.** An AMS Early Childhood Credential may be awarded to adult learners who hold a Bachelor's degree or higher from a non-U.S. college/university and whose degree does *not* equate to a Bachelor's degree from a regionally accredited U.S. college/university. The degree and country in which the degree was awarded are indicated on the credential. **[Rev 08/2017]**, **from the AMS Handbook for Teacher Education Program Affiliation**].

AMS grants the AMS Associate Early Childhood Credential when the course graduate has a high school diploma or GED, but not a Bachelor's degree. Country, state and local employment requirements vary widely and change periodically. In addition, employment requirements vary in different types of schools (e.g. Private, public/charter, faith based, etc.). In some locations or schools, an Associate Credential may not qualify for full teaching responsibility. **(REV 07/2018)**

Even if it is currently possible to qualify for a full teaching responsibility without a Bachelor's degree, employment regulations may change in the future. The applicant is responsible for checking specific jurisdictions and schools for particular employment requirements. (REV 07/2018)

Applicants for this Early Childhood course who do not have a US Bachelor's degree from a regionally accredited US college/university or its equivalent are required to sign a statement verifying that they have received the above information before they are considered for acceptance into this course. **(REV 07/2018)**

AMS strongly encourages holders of the Associate Early Childhood Credential, to obtain a Bachelor's degree within 7 years of credentialing. AMS hopes you consider your credential as the beginning of your journey of lifelong learning. (REV 07/2018)

2. ADMISSION PROCEDURE

All prospective students are evaluated without regard to race, sex, color, creed or national origin. A bachelor's degree is preferred, but not essential. Any student who wishes to attend the course and does not meet this admission requirement can meet with a co-director and be evaluated to be sure they have the ability to benefit from the education offered.

1. In order to apply to attend the MHATCP Primary Teacher Training Course, the prospective student needs to provide MHATCP with the following:

- a An interview with the Program Director before the Preliminary Course starting date.
- b A letter of intent, outlining the reasons why training is desired
- c Copies of official transcripts from his/her former High school, college or university.

2. After these items have been received, MHATCP will contact the prospective student and schedule an interview with the Director of Training.

3. After the interview has been held, the applicant will be evaluated, based on the information gleaned from his/her transcripts, recommendations, and personal interview, the Director will complete a recommendation report.

4. The prospective student will then be notified as to his/her acceptance into the program (through an email or phone call of acceptance) and will receive a financial contract to complete.

5. If the prospective student wishes to proceed, he/she needs to complete the financial contract and return it to MHATCP along with payment of the first installment.

6. When a student does not meet the requirements to be enrolled in the Program, he/she may reapply the following School year. Students benefit from the Preliminary course by acquiring knowledge on Montessori Philosophy and guidelines to write excellent essays.

[03/16]

3. Program requirements for AMS certification

Montessori Teacher Academy students must complete the following requirements in order to be recommended for certification by AMS:

- a. Fulfill all financial responsibilities to the program.
- b. Have satisfactory attendance at all lecture/demonstration sessions and institutes.
- c. Demonstrate competency in both written and oral communication skills.
- d. Receive a passing grade (C or better) as a final grade in all subject areas.
- e. Fulfill all responsibilities for the practicum phase of the program and demonstrating through performance and attitude, evaluations by the directors, supervising teachers, and field consultants, that they are capable of implementing the Montessori Method while operating and maintaining the environment and code of ethics.

COURSE OF STUDY

1. SUMMARY

This Primary course is designed to be an interactive study based on Montessori's vision for life-long learning, utilizing all her materials and methodologies, integrated with current research in child development and early childhood education. Instructors facilitate the learning process and share their experiences and resources. Opportunities are provided for observation and discussion of ongoing classrooms as well as attendance at parent information meetings and parent conferences.

AMS GENERAL GUIDELINES FOR THE TEACHER EDUCATION PROGRAM

- 1. Commitment to AMS and MACTE Guidelines:** The teacher education program and its director must abide by and enforce all AMS and MACTE standards and requirements.
- 2. Site of Teacher Education Program:** When an AMS-affiliated teacher education program is held in a Montessori school for children, the school must be an AMS/MSAC Accredited, Full Member, Associate Member, Initiate Member or International Member School.
- 3. Institutional Integrity:** AMS has institutional integrity and brand recognition; therefore AMS-affiliated teacher education programs may not hold multiple affiliations with other Montessori teacher education organizations. [3/13]
- 4. Hours:**
 - A. Academic Hours**
 - **Contact hours:** The teacher education program is required to have a minimum number of contact hours as listed under each course level's requirements. Academic contact hours are course hours completed on-site (in-residence) in the classroom with an instructor physically present and/or approved hours delivered via distance education.
 - **Practicum Seminar instruction:** A minimum of 16 contact hours is required during the practicum phase.
 - B. Observation Hours**

Observation hours are defined as both academic delivery addressing observation techniques and as hours spent observing children in a program setting where a written report is required. Observation course instructional hours must precede outside observation hours.

C. Yearlong Project

Yearlong project hours may be done either within or outside contact hours, but only those hours that are completed in the classroom with an instructor present may be counted in the total number of required contact hours. Yearlong project hours can comprise no more than 16 hours of the total minimum required academic contact hours at the level of instruction. **(Rev 01/2017)** (from the AMS Handbook for Teacher Education Program Affiliation)

AMS GUIDELINES FOR THE TEACHER EDUCATION PROGRAM EARLY CHILDHOOD COURSE

- **ACADEMIC CONTACT HOURS – Early Childhood Course**

AMS Early Childhood teacher education courses shall offer an academic phase of at least **300 contact hours distributed between the 3 course components (core, foundational and other)**.

Each of the course components must have a minimum hour standard teaching.

The number of total contact hours depend on each Teacher Certification Program, as long as they fulfill the number of minimum hours required by the AMS. The number of total contact hours for this Teacher Certification Program is 493. (rev 01/2018)

COURSE COMPONENT DESCRIPTIONS – Early Childhood Course

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

- **PRACTICUM TEACHING- Early Childhood Course-**

AMS requires a minimum of 540 hours of instructional class time. Each Teacher Certification Program decides the number of total hours of practicum, as long as they fulfill the number of hours required by the AMS. (rev 01/2018)

- **YEARLONG PROJECT- Early Childhood Course.**

In class Yearlong Project work can comprise no more than 16 academic contact hours.

(Rev 01/2017) (from the AMS Handbook for Teacher Education Program Affiliation)

MONTESSORI HILLS ACADEMY TEACHER CERTIFICATION PROGRAM EARLY CHILDHOOD (2½-6 YRS)

Course Objectives:

The course intends to prepare adults to teach children, between the ages of 2 ½ and 6, in a Montessori environment.

The academic phase will be completed in one school year.

A school year-long supervised Practicum, working at least three hours, five days a week, as an assistant in a functioning multi-age Montessori classroom is also required after the completion of the materials section of the course.

MHATCP issues a Credential of Completion upon successful completion of the course.

Graduates of the program are qualified to hold a teaching position in a Montessori 2 ½ to 6 year old classroom **[though a California State Teacher's Permit must be obtained before coming a Lead teacher. This usually requires 12 units of core classes, available at most community colleges]. (rev 01/2018)**

Practicum:

Trainees are required to participate in practice sessions with materials, present materials to the group at intervals, complete personal, illustrated curriculum manuals which describe the Montessori materials and outline their presentations, as well as explain the Montessori viewpoint on child psychology and development and the philosophy of education. They must also create a variety of teacher-made materials based on the models available in the training center classrooms, and eventually practice teaching under supervision in ongoing Montessori environments.

Montessori Area

The course includes instruction in the following areas:

The Exercises of Practical Life, Sensorial Materials, Cultural Areas, Language, Mathematics, Theory on Child Development, Montessori's Philosophy, Leadership, Parents, Child and Community; Practice on Observation Techniques, Art & Music, Rhythm & Movement; Yearlong Project.

Knowledge of Montessori Philosophy and Principles

1. Give a brief biographical account of Maria Montessori's life and work, describing the historic and current development of Montessori principles and practice.
2. Analyze and discuss Montessori's views regarding respect for the individual child and the nature of childhood.
3. Analyze and discuss the theoretical framework for Montessori's concept of education.
4. Describe and analyze the process of normalization, including how to deal with the disruptive child and how the emergence of concentration leads to normalization.
5. Describe and analyze the process whereby children acquire freedom of choice, accept responsibility for learning, achieve independence, and develop problem-solving and decision-making skills.

6. Describe group activities and games, including those from the four areas of learning, which are appropriate for the age level of certification.
7. Describe ways in which the Montessori approach to learning enhances the child's self-confidence and builds self-esteem.

Yearlong Project:

While this requirement is under Course II, work on the project actually begins during the Practicum Course III. This Assignment may be either a project or a curriculum development project.

Subject Area:

Each student chooses his/her own subject for. The subject must be approved by the Teacher Certification Program prior to the student working on it. It must pertain to children's development, as related to the Montessori Method. Examples of projects investigated by students in the past include: discipline techniques, Montessori and the cultural subjects, ADD, TV and children, planning a Montessori School, parent education, etc.

Approval:

To get approval, the student needs to turn in a paper that includes the following:

1. Yearlong Project Title
2. Hypothesis (1.5-2 pages, Times new roman font, 12 point, quotations, bibliography, double spaced)
3. **Body:** 50 pages; Headings of all areas to be covered (content)
4. Sub-heading describing all topics under a specific heading (outline)
5. The reason for that particular project (conclusion) 2 pages
6. Annexes (pictures, 10-15. Those pages do not count as pages of the "body")
7. Numbered pages
8. Follow APA style format
9. Approval page
10. 2 copies

Format:

The project must be at least 60 pages in length, typed and doubled spaced. There must be at least ten references from books, plus all websites info.

Due Date:

Students must turn projects for revision, on the dates determined by the Director's office.

Project Checklist/grading procedure:

1. Presentation
2. Spelling and grammar correct
3. Footnotes as necessary
4. Minimum length 60 pages
5. Bibliography – must have at least 10 references
6. Presentation given at the Teacher Certification Program
7. Turned in timely

2. CONTENTS AND STRUCTURE

The entire course is structured as follows:

Course I: Preliminary/Self Study course. Duration: 4 days (20 hrs)

Course II: Academic Course/Workshops. Duration: 493 hours

Course III: Practicum Field. Duration: one school year (approximately 10 months from September to June)

Course IV: Evaluation and Final Exam. Duration: 12 hrs (up to 2-3 days)
[Rev. 07/2016]

School-year classes are held: Tuesdays Wednesdays & Thursdays from 4-9pm .Some days dedicated to Supervised Practice with Montessori Materials

After successful completion of the Theory portion of the course, students may then embark on a yearlong Practicum during which they student teach 5 days a week, for at least half a day (three hours), under the supervision of a MHATCP-approved, Certified Montessori Teacher. Most students complete the cycle and are certified within 6 months of having completed ALL requirements of approval.



- **CONTENTS:**

COURSE I: Preliminary Course/Independent Study/Orientation 20 hrs.

Lessons are held from **Monday to Thursday (4 days) from 4pm to 9pm (20 hrs)**

Pre-requisite: This phase begins upon enrollment in the course.

General Overview: Each day, students learn about each course components and objectives, the Montessori areas and Environment, an overview of the guidelines to complete Essays, readings and written reports on principles and philosophy of Montessori Education and Child Development and the grading policy for each course.

Independent Study and Orientation:

The Independent Study section of the Teacher Training Program consists of a series of carefully sequenced essays about the Montessori Philosophy and Child Development. This course provides a theoretical base to successfully implement the Montessori principles in the classroom. An overview of the Certification process, guidelines and requirements is also presented to the adult learners. **[Rev. 01/2017]**

The essays are due on September, at the beginning of Course II).

The main subjects for the written assignments are:

- a) **Historical overview of Montessori Education Principles and Philosophy.**
- b) **The Absorbent Mind and the Sensitive Periods**
- c) **Development of Intelligence**
- d) **Normalization**
- e) **Imagination, Fantasy and Cosmic Education**
- f) **The Montessori Classroom**
- g) **The Role of the Montessori Teacher**

COURSE II: ACADEMIC COURSE/WORKSHOPS

493 hrs. to be completed over approximately 9 months.

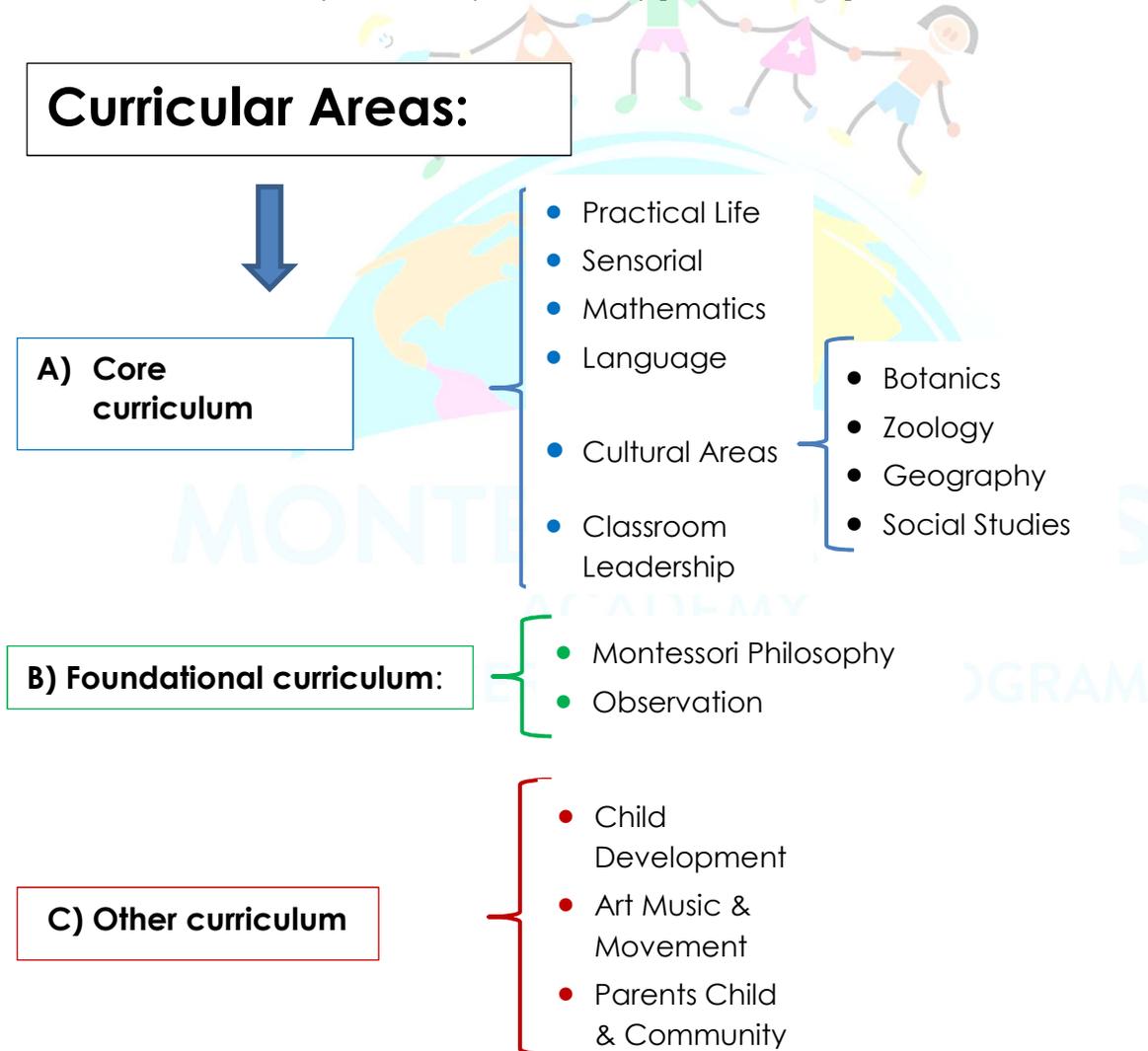
Pre-requisite: Completed Preliminary Course and Essays

Academic Instruction/Supervised Practice

It is the Theoretical part of the Course is from January to September. Lessons are held Tuesdays Wednesdays and Thursdays from 4pm to 9pm **[Rev. 01/2018]**

Didactic materials in the five main areas of the Montessori classroom: Practical Life, Sensorial, Language, Math and Cultural Subjects (Botany, Zoology, Geography, Art, and Music) are presented. Lectures on Montessori Philosophy, Child Development, Classroom Management, Intern Orientation-Practicum Seminars and Supervised Practice are also included.

A School Year calendar is provided at the beginning of the course, with all the holidays and additional Practice days/workshops schedule) [Rev. 07/2016]



Lectures on:

A) CORE

PRACTICAL LIFE EXERCISES :

The exercises of Practical Life assist in the development of the child's motor coordination, focus and concentration. Some of these activities lead him from large muscle movements, like those necessary for scrubbing tables and chairs, to the more refined movements necessary for buttoning, buckling, etc. The mastery of the associated skills assists the child in learning to care for him/her self and his/her environment. As the child acquires these skills and others, which focus on appropriate social interaction, he gains independence and self-confidence.

SENSORIAL EXERCISES :

The Sensorial Exercises were created by Dr. Montessori to help make the child aware of the functioning of his/her senses and to refine and develop them. Each exercise isolates the input from one particular sense, intensifying and focusing the child's experiences of it through repetition of each activity. After the absorption of this sensory input, or "key experience", the child is given the language to associate with the experience, thus allowing him to classify and categorize the input he receives from his senses concerning his environment and express his experience accurately.

Sensorial Materials include experiences for the visual, auditory, tactile, stereognostic, gustatory and olfactory senses as well as thermic and baric stimuli.

CULTURAL SUBJECTS:

The Cultural Subjects are comprised of materials and exercises with which the child discovers the inter-relation and interdependence of different aspects of the larger world. The areas explored include physics, geography, biology, anthropology, history, music and art. Their synthesis provides the foundation upon which, combined with peace making and peace keeping skills, the Montessori peace education curriculum is built.

LANGUAGE :

The most concrete aspect of language is sound. Therefore, to encourage language development, we focus on increasing oral skills through vocabulary development and sound awareness activities, associating words with concrete experiences. The specific materials and activities that assist the child with acquiring writing, reading and composition skills are presented, as are the materials that expose the child to the function of words and reading analysis.

MATHEMATICS :

The concepts of quantity, symbol, sequence, arithmetic, geometry, algebra and fractions are introduced to the child through the use of beautiful, manipulative materials. The child proceeds from the concrete experience with the materials to understanding and utilizing the abstract concepts, which they embody and demonstrate.

CLASSROOM MANAGEMENT & LEADERSHIP:

Techniques for behavior management, record keeping, parent conferences and information meetings and staff communications, meetings, management and training, the schedule of the

day, how to start a new classroom, how to set up a classroom, California State Licensing requirements and other relevant subjects are presented and discussed.

B) FOUNDATIONAL

MONTESSORI'S PHILOSOPHY OF EDUCATION:

In this segment of the course, we enter into the study of Montessori's philosophy, which focuses on the function of humankind within the framework of the evolution of life and the cosmos. The preparation of the child's imagination for the recognition of this great task is achieved by the use of creative, hands on materials relating to the evolution of consciousness.

OBSERVATION TECHNIQUES:

Observation of children within the Montessori environment is an essential aspect of teacher training. It is only through the acquisition of excellent observation skills that the guide is able to properly assess each child and truly be "the dynamic link" between the child and the environment, knowing when to "kindle the flame of interest" and when to step back and allow the child to interact with the environment on his own. Twenty hour-long guided personal observations in Montessori classrooms are required of each student. These are written up and discussed with the class.

C) OTHER

PRINCIPLES AND PSYCHOLOGY OF CHILD DEVELOPMENT:

Along with an overview of its history and current ideas in the field of the Principles of child psychology and development, the study of Dr. Montessori's concept of the developmental stages, the Planes of Development, the Absorbent Mind, the Sensitive Periods and the Tendencies of Man, are explained and discussed, (assisted, in part, by the student's research and written reports on ten educators/ child psychologists).

ART, MUSIC AND MOVEMENT:

Art education and artistic processing help children understand their world. Based on developmentally appropriate practices, this class will reflect and art focus, emphasizing child directed activities.

PARENTS CHILD & COMMUNITY

Family Systems theory gives students a framework for understanding family dynamics, which helps them to relate a better to children and their families. The main purpose is:

-To encourage parent involvement on how to develop true collaboration and work relationship through good communication.

-To aid students to look at children in the context in which they are raised so that they can better address their needs.

-To explore many hot-button issues of the day such as supporting self-esteem, discipline, attachment, coping with separation, teen parents, child-abuse, children with ADHD, shy children, aggressive children, conflict resolution, problem solving and gender issues.



COURSE III: PRACTICUM FIELD to be completed in one school year (aprox 10 months).

The Early Childhood practicum is defined as lasting a minimum of a full academic year, with the adult learner working at the practicum site, in the classroom of an approved supervising teacher, for three hours a day, five days a week for nine consecutive months. [11/00] from the AMS Handbook for Teacher Education Program Affiliation] **[Rev 01/2017]**

Length of Practicum – One academic full year

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. (from the AMS Handbook for Teacher Education Program Affiliation] **[Rev 01/2017]**

Supervised Practicum

- The supervised practicum requires that the adult learner participate in the classroom of a qualified supervising teacher at an approved school site.
- The adult learner may not be asked to assume total responsibility for a class without the presence of a qualified supervising teacher or other qualified staff person.
- A minimum of three on-site consultation/evaluation visits by a qualified field consultant is required. [11/00] To best support the growth of the adult learner, the consultations/evaluation visits must be spread throughout the practicum phase.

(from the AMS Handbook for Teacher Education Program Affiliation] **[Rev 01/2017]**

Entry into the Early Childhood Practicum

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.**

MHATCP Practicum Phase

Pre-requisite: Complete all 7 binders/albums with pictures and illustrations, Language Arts Materials sets, a minimum of "C" grade on all exams and tests, Practicum site agreement/approval*.

Note*: It is the student's responsibility to arrange for placement at a school for the practicum.

One School Year (Schedule will be determined by the School in which the Practices will be taking place on).

For ten months, and a minimum of four hours a day, the student observes, assists and practices teaching in an approved Montessori classroom under the guidance of an experienced Montessori directress. The student is observed at least 3 times by training center personnel during the year. A research project is also developed by the student during the Practicum year. When all requirements have been met, the student receives the American Montessori Society (AMS) Credential in Early Childhood.

[Rev. 01/2015]

It covers direct contact with children and applies everything learned on the Academic Year Course

- Student is responsible for turning in 10 Self Evaluations
- Evaluated 5 times during the year by his/her supervising teacher
- Supervised by Field consultant 3 times during the Practicum
- Complete Intern Portfolio and Yearlong Project **[03/2016]**

Practicum Phase Procedures

- a) Once the student has completed courses I & II, they are eligible to begin the practicum phase (Practicum) of their program. Students seek out an approved Montessori school in which to be an intern. In order to be considered "approved," the school must meet certain minimum standards, and the supervising teacher must hold a Montessori Certification at the level supervised and be in at least his/her second year of teaching after receipt of their credential or certification. The supervising teacher also agrees to observe the intern and complete the required paperwork on time, including an Intern Observation Report every three months (total of three times during the Practicum). Supervising Teachers are responsible for getting copies of all completed forms and report back to the MHATCP. MHATCP also requires the student to be observed at least once by a Field Supervisor or a Co-director. The student may choose to complete the entire academic portion of the course before embarking on the Practicum phase.
- b) MHATCP will support the student in their attempts to locate a Practicum site, but it is the responsibility of the student to secure this Practicum. The Practicum is ideally a paid position working in a Montessori classroom for at least five mornings a week, for nine to ten months (one school year), however, there are some Montessori Schools that only accept students as Interns, and therefore their acceptance may be under a no-pay basis. MHATCP does not guarantee a paid position. **[Rev. 01/2015]**

- c) When the student is ready to pursue a Practicum site, the student may request all the required forms to submit to the potential school and supervising teacher. These forms include a Practicum Site Agreement, a Lead Teacher Agreement, a Pre-Observation Form and Intern Observation Reports. The student or Lead Teacher must return the completed forms to MHATCP prior to the start of the Practicum or the Practicum will be invalid. **Failure to submit the completed Intern Observation Reports also invalidates an Practicum.**
- d) For more information on the practicum phase of the program, students may meet with the Director or the course administrator. **[Rev. 01/2015]**

Practicum Attendance

Visits and Conferences with Field Supervisors

Throughout the academic year, student teachers and their field supervisors will meet regularly for consultation.

In addition, there are assignments that include keeping a journal, observations of other Montessori learning environments, reflective essays, a year-long project, and a case study of a student. Some of the assignments can be completed during the first year and others must wait until the end. The assignments will be explained in more detail. This course will stay open to the intern throughout the Practicum year to provide guidance as necessary. Credit will be given upon completion of all projects and assignments for the practicum experience.

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

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

10. **Janitorial Services:** The school provides janitorial services.

Other requirements for approval of practicum sites:

a) The school

- Preferred practicum sites must be AMS affiliated.
- The classes contain children in the full 2 ½ through 6 age group.
- The classroom must be fully equipped with Montessori and other appropriate materials.
- The school must have a written non-discrimination policy for children and staff.
- The school must meet local and state regulations and licensing.
- The school must provide janitorial services.
- The school must provide communication of guidelines and policies to both the student teacher and MHATCP.
- The school must provide a job description and contract to the student including terms or remuneration, if any.
- The school must provide the student release from classroom responsibilities for other classroom visits and institutes.
- The school must provide for the full-time presence of a supervising teacher.
- The school and supervising teacher are supportive of the student and the objectives of student teaching.

b) The Supervising Teacher:

- The supervising teacher must hold an AMS, AMI or other MACTE approved credential.
- The supervising teacher must be in the student's classroom full-time.
- The supervising teacher is responsible for providing experiences for the student in the following areas:
 1. Preparation of the environment
 2. Record-keeping
 3. Observing, diagnosing, responding, evaluating
 4. Individual and group presentations
 5. Structuring activities
 6. Classroom management
 7. Involvement with parents, conferences, open house interviews
 8. Staff involvement: participation in meetings, establishing team compatibility
- The supervising teacher is to schedule regular review sessions with the student to assess their progress in the above areas.
- The supervising teacher agrees to complete all evaluation forms requested by MHATCP.
- The supervising teacher is responsible to report any difficulty involving the student teacher's classroom performance.
- The supervising teacher will be responsible for no more than two student teachers in any single class session.
- **Supervising teachers are expected to complete the required reports in a timely manner.**
- Exceptions to the above must apply to the Practicum Director
- **The supervising teacher must be at least in their second year of teaching after receiving their credential.**

Standards and Responsibilities for Supervisors Supervising Teacher and Field Consultant **Criteria (MACTE)**

- **Credentials:** Supervisors must hold a MACTE accredited Teacher Certification Program credential or the equivalent. The course director shall determine exceptions and report them to MACTE.
- **Teaching Experience:** Supervisor must be in at least the second year of teaching after receipt of Montessori credential.
- **Student Experiences:** The supervising teacher is responsible for providing experiences relating to the following areas:
 - **Preparation of indoor and outdoor environments**
 - **Observation and recording** – observing, responding/planning, assessing, maintaining records
 - **Interaction** – relations among parents, staff, and children
 - **Instruction** – designing activities, individual and group presentations
 - **Management** – individual and group strategies
 - **Parent/community involvement** – family support and community services; parent education, interviews, conferences, and meetings; open house
 - **Staff involvement** – participation in meetings, establishing team compatibility and problem-solving techniques.
 - **Assessment:** The supervising teacher must complete and submit all evaluation forms requested by the teacher education institution/program at the designated times.
 - **Communication:** The supervisor must complete and submit all evaluation forms requested by the teacher education institution/program (Montessori), at the designated times.

For the Supervising Teacher Model – In addition to the above requirements, the Supervising Teacher must be in the student’s classroom full time. If a Supervising Teacher has student teachers from more than one program, the total number must not exceed the limit of two students per session.

GRADING CRITERIA

Assessment and Grading

Following the principles Montessori educators apply with assessing children, we assess our student teachers with criteria that do not include a grade of failure. It is only from mistakes that people learn about themselves their roles in the world. Therefore, if a particular area of a student teacher’s performance is deemed unacceptable, we desire to create an opportunity to help her/him learn from the mistakes and improve her/his art, rather than to solely chastise.

Grading Codes are as follows:

3 = Commendable Demonstration

2 = Acceptable Demonstration

1 = Improvement Needs to Be Demonstrated

n/o = Not Observed (there may be some situations in which certain requirements can't be demonstrated, i.e. subject area focus of lesson presentation)

DETAILED PRACTICUM OBJECTIVES

The various reports provided will address the following performance criteria to be assessed throughout the practicum experience:

1. Classroom Leadership

- Does the student teacher observe, plan, and record the needs and progress of children?
- Does the student teacher successfully manage class records?
- Does the student teacher demonstrate sensitivity to the psychological and cultural needs of individual children? Additionally, does the student teacher model show respect for the students and build a good rapport?
- Does the student teacher personalize educational plans for a variety of learning styles? Has the student teacher incorporated Individualized Educational Plan (IEP) requirements into lesson presentations, assignments, and assessments?
- Does the student teacher identify and initiate effective classroom leadership strategies that build community? Is inner discipline encouraged in the students? Does the student teacher model the proper tone of the environment?
- Is the student teacher aware of proper channels of communication, administrative functions, and professional conduct? Does the student teacher demonstrate ability to work with colleagues and accept constructive advice? Is the student teacher able to peacefully relate with and respectfully communicate with colleagues?

2. Curriculum Implementation

- Has the student teacher implemented an integrated Montessori curriculum? Does the student teacher demonstrate proficiency in applying Montessori principles in the context of the curriculum, didactic materials, and lesson presentations? Are appropriate lessons provided to the students considering their developmental levels?
- Does the student teacher design and maintain a developmentally appropriate Montessori environment in response to the needs of students? Is the complete range of materials for the children's developmental level readily available, appropriately arranged (in respect to curriculum progression), and well maintained? Does the student teacher's classroom provide a variety of work areas (i.e. small group/individual work areas, large group area, quiet areas)?
- Does the student teacher utilize a variety of instructional strategies and assessment methods? Are lesson presentations, activities, and assessments appropriate for individual degrees of student abilities?

3. Communication and Partnership with Families

- Does the student teacher utilize cultural sensitivity in fostering professional school-family partnerships?
- Does the student teacher articulate an awareness of community resources for additional support of children and families?
- Does the student teacher identify and have knowledge of available professional associations?
-

PRACTICUM RESPONSABILITIES

A) THE INTERN

Intern's Job Description: The Intern works on a specific experience level.

He/she:

- Practices with and on the Montessori materials
- Fulfills the requirements to obtain the Montessori certification
- Engages in the requested observations

Intern's responsibilities

1. to add new activities to the curriculum every week
2. to organize snack /break routine
3. to aid on the organization of group activities
4. Supervise playground activities and outdoor experiences
5. Assist on the care of the classroom and the environment
6. Organize and stock supplies
7. Prepare paint containers, wet sponges, fill up water containers
8. Oversee the class while working
9. Seek out for the children files in case of an emergency
10. Collaborate and role model ground rules and discipline direction
11. Communicate positively and effectively with the children
12. Comply with the Center's Staff Policies and Procedures Manual

Distinctiveness

1. On being affectionate and having a genuine interest of the children's emotions
2. On role modeling enthusiasm, patience, and emotional stability
3. On following the Center's dress Code/uniform
4. On refraining from always helping instead of offering minimum direction when needed
5. On observing, recording, consulting and assessing all the activity inside a Montessori Environment
6. Practicing as a "team member" among the Center's staff

It is important that the Center's Director discusses and agrees to this job description to avoid, mislead or misinterpret any of the aspects described.

B) THE SUPERVISING TEACHER

The Supervising Teacher Responsibilities: The Supervisor Teacher will be responsible for:

1. Filling out the Intern's Evaluation Form, at least four times a week during the Practicum Year, also, will assess and offer advice and positive feedback to the Intern.
2. Gradually, will delegate to the Intern, more responsibilities and tasks in the classroom. The Intern, by then, should be able to perform lesson plans, including leading the class at circle time, and team activities.
3. Accept and discuss issues and or suggestions that may arise in the classroom.
4. Allow the Intern with the opportunity to observe other classroom settings.
5. Assist the Intern on developing observation techniques.
6. Consent the Intern intervention on planning the organization of the classroom environment.
7. Invite the Intern to participate in the non-instructional aspects of the classroom, such as open houses, orientation programs, professional growth workshops, parent-teacher conferences, etc.
8. Allow the Intern to be the classroom leader for specific periods, to be able to gain experience as Lead Teacher.
9. Observe the Intern while presenting the materials, and intervene to offer tips and suggestions.
10. *Preparation: of indoor and outdoor environments*
11. *Observation and Recording: observing, responding/planning, assessing; maintaining records*
12. *Interaction: relations among parents, staff, and children*
13. *Instruction: designing activities; individual and group presentations*
14. *Management: individual and group strategies*
15. *Parent/Community Involvement: family support and community services; parent education, interviews, conferences, and meetings; open house*
16. *Staff Involvement: participation in meetings, establishing team compatibility and problem-solving techniques*

C) THE SITE SUPERVISOR

The practicum supervisor Job Description:

The Practicum Supervisor visits the Adult Learner at the practicum site a minimum of three times during the school year.

For the self-directed practicum in which the student is the head teacher, four practicum visits are required.

An additional supervision visit may be scheduled upon the sole discretion of the Field Supervisor of the Program Director.

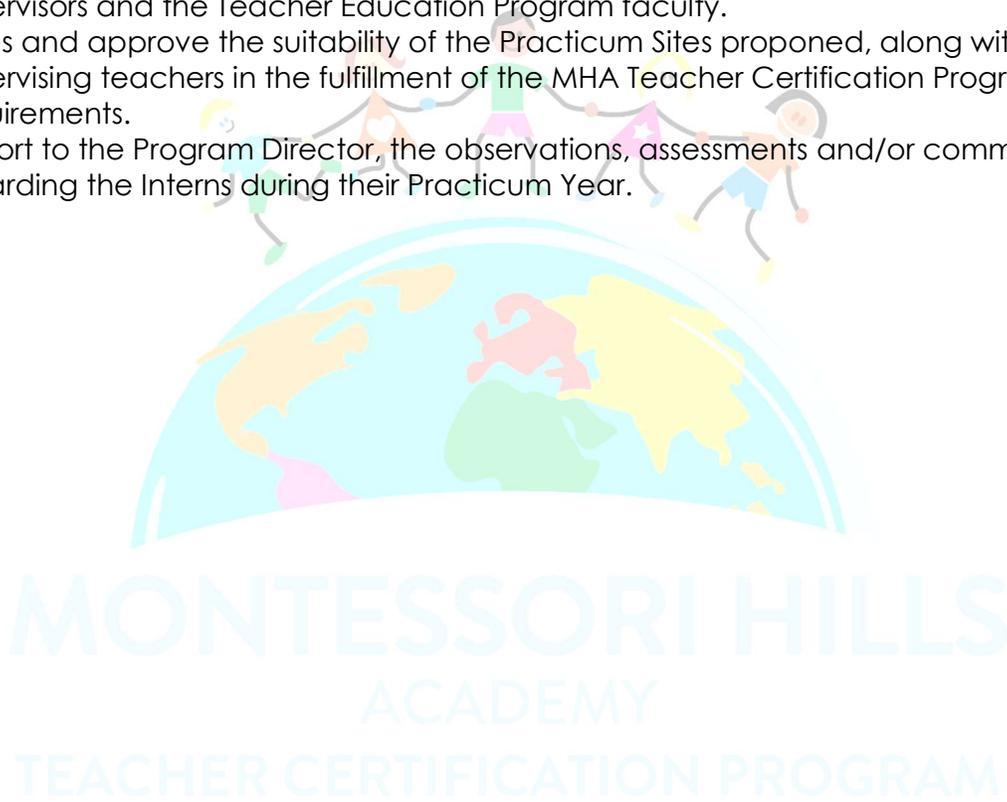
Following the Filed Supervisor observation, the supervisor meets with the adult learner to address any issues or concerns; also, the discussion during the meeting may include, but are not limited to, the following areas:

1. Montessori Philosophy and Human Development

2. Classroom Leadership
3. Curriculum Implementation
4. Community involvement and Partnership with families.

The Intern's Practicum Supervisor responsibilities:

1. Observe and register on the specific forms, the Intern's performance, **three times** during the Practicum Year.
2. Review and evaluate the Supervising Teacher's forms and observations made to the Intern.
3. Review and evaluate the Intern's reports of his practicum.
4. Offer support and motivate the Intern by facilitating the communication among all supervisors and the Teacher Education Program faculty.
5. Assess and approve the suitability of the Practicum Sites proposed, along with the supervising teachers in the fulfillment of the MHA Teacher Certification Program requirements.
6. Report to the Program Director, the observations, assessments and/or comments regarding the Interns during their Practicum Year.



COURSE IV: EVALUATION AND FINAL EXAM AND CERTIFICATION : **11 hrs. to be completed in max 3 days of oral examinations**

Pre-requisite: All requisites from courses I, II & III.

Evaluation on:

- e) Oral: Montessori Philosophy precepts
- f) Practice/ Montessori Apparatus
- g) Oral: Montessori Apparatus
- h) Oral: Real experiences and interventions during the Practicum and the Year Yearlong Project

After the satisfactory completion of the 4 Training Courses, the student will receive a Credential in Early Childhood Education 2 ½- 6.

(The minimum standard of approval in our grading scale is 70% or a C. If a student does not achieve the minimum requirement in courses I and II, therefore cannot begin course III. **[07/2016] AMS (American Montessori Society) grants an AMS Associate Early Childhood Credential when the Course graduate has a High School Credential or GED, however not a Bachelors Degree. Applicants for this AMS Early Childhood course who do not have a U.S Bachelors degree from a regionally accredited U.S College/university or its equivalent, will receive and sign a statement as a verification that they are informed the above information, prior to the beginning of the Full Certification Course.[Rev. 01/2015]**

REQUIREMENTS FOR CERTIFICATION

Admission to the course does not guarantee certification. Basic requirements must be met by each student in all areas of the course.

A. In order to be eligible to sit for the written and oral examinations 90% attendance is required in the following:

- theory and practice lectures
- demonstrations of materials in each area
- discussions/reviews as organized by the training course

Also required is:

- full attendance at supervised practicum and proof of Practicum in an EC Montessori classroom under the supervision of an EC Lead teacher with at least 2 years of experience working with children in the same level.
- Clearance of the Practicum phase, signed by the Academic Director of the Practicum Site
- Submission and approval, of the Academic Director, of the Yearlong Project
- Personal file cleared of ANY misconduct or disrespectful conduct reports made by the Faculty members and or peers.
- the reading of Montessori books as stipulated by the training course
- a grade of minimum C on ALL subjects contained in the Curricular Course

B. In order to receive a Credential at the end of the Training Course the following requirements must be met:

5. Successful written examinations and oral examinations.

6. The completion of the following:

- a) compilation and submission of correct and original albums in all areas
- b) compilation and submission of correct materials as required by the course
- c) observation hours and observation reports
- d) practice teaching as scheduled
- e) Yearlong Project

WRITTEN EXAMINATIONS

Written exams are required for Practical Life, Sensorial, Language, and Mathematics. The questions will be handed out no later than the beginning of each instructional week.

- State each question before its answer
- Examinations should be typed, double-space
- Resources/Bibliography must be appended

ORAL EXAMINATIONS

- All coursework including albums must be turned in prior to taking exams

- Each examination will be conducted by examiners (program director and designated staff member)
 - Each examination will also be witnessed by the Program Director of Montessori Hills Academy TCP and/or an appointed delegate
 - The student will give presentations from Math, Practical Life, Sensorial and Language
 - The student will be expected to give the "classic" presentation
 - The student will be asked questions about the presentation and the subject being examined
- Upon successful completion of all assignments, written and oral examinations, the receipt of all satisfactory evaluations, and the full payment of fees, each student will have a FINAL INTERVIEW with the Administrative Director.

A student teacher will be recommended to AMS for certification only after all requirements have been satisfactorily completed and the final evaluation has taken place

ACADEMIC POLICIES

Standards for Completion

1. Students are required to attend a minimum of 90% of the total clock hours. All lectures/presentations are vital, therefore any absences must be made up through private tutoring arranged with the instructor, or attending the lecture/presentation the next time it is offered.
2. During practice sessions, students must practice presenting every material in each curriculum area (Practical Life, Sensorial, Cultural Subjects, Language Development and Mathematics), until they are able to present them competently.
3. Students will be required to present materials to the group at large twice during the study of each curriculum area at Evaluation Circles, as well as demonstrate the ability to verbally explain the rationale of the materials and an understanding of the area of study. These presentations will be evaluated by the faculty.
4. Illustrated Curriculum Manuals must be completed for each subject area mentioned above, as well as Manuals for Psychology, Philosophy, Art and Classroom Management. These Manuals must be submitted for evaluation and corrected if necessary.
5. Teacher-made materials are, but not limited to, required for the Cultural Subjects, Language Development and Mathematics portion of the course. These include, but are not limited to:
 - a. Land and Water Form pans and cards
 - b. Classified Cards for Biology (Plants and Animals)
 - c. Peoples of the World and Fundamental Needs of Humans Cards and Charts (prototypes)
 - d. Leaf Collection Cards
 - e. Art Card Collection
 - f. Music Clapping Charts
 - g. First set of Classified Language Pictures
 - h. Object Box
 - i. Function of Words materials
 - j. Fraction Charts
6. Students must make a Developmental Chart and a Parallel Exercise Chart.
7. Research papers on five educator/child psychologists and five philosophers may be required to make up class absences, upon the Instructor's approval.
8. Thirty hour-long classroom observations must be documented and discussed.
9. Book of Quotations, depending on site, may be required for all required reading.
10. A ten-month supervised Practicum in an approved classroom, working at least five mornings a week is required. Interns will be evaluated monthly by their supervising teacher 2 or 3 times a year by a field supervisor.

Students will be given final grades of A (97-100%), B (90--96%), C (85-89%) or D (Non-sufficient) on all evaluations. A final grade for each segment of the course will also be given. Upon completion of all required elements of the course and successful completion of an Practicum, a Credential of Completion will be issued. **[Rev. 07-2016]**

Album Work

An assignment sheet will be regularly distributed that lists the work required each week. Evaluators will make written comments for refining or correcting work and copies will be returned with the work to the student. All changes must be made before the final album check. It is best to make the necessary changes immediately after the work is returned.

Albums

Each student will complete a personal reference album of written and illustrated exercises for each of the areas. These exercises must be written out according to the prescribed format, and must include individual sketches illustrating the exercises. All charts, demonstrations, and impressionistic material must be illustrated carefully and placed within the body of the text. Use of printed material to represent the Impressionistic charts is subject to approval by the Director of Training.

Supervised Practice and Independent Practice with Montessori Materials

Supervised practice grants the student opportunities to solidify understanding and techniques of the didactic apparatus before entering the classroom to work with children. Students must practice a minimum of 50 hours under the supervision of an MHATCP staff member. The purpose of practice sessions is to provide the student with opportunity for active manipulation with the materials and the accompanying verbalization. During the time set aside for supervised practice students are expected to manipulate the materials, rather than edit notes or make materials. Only practice with the materials meets the AMS requirements for practical sessions. Ten hours of supervised practice per subject are scheduled on the annual calendar. (Please refer to the School Year for dates). **[Rev. 01/2015]**

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

Additional hours (nights and weekends) may be available on a scheduled basis with MHATCP staff and a fee will be charged for those cases.

Independent practice is the time for each student to become more familiar with each exercise before attempting to write that exercise as demonstrated. Further, students are expected to independently explore each demonstrated exercise soon after its presentation, recording questions and difficulties they would like addressed during supervised practice.

Required Materials

Each student is required to prepare certain materials for use in the classroom. Such materials include, but are not limited to, history timelines; the geography, language, and biology impressionistic charts; and assorted miscellaneous pieces.

Observations

Observation is an essential skill for guiding a Montessori Environment. Observing classes of children of different ages and looking for specific elements common to all children, but varying in manifestation with the particular age, develop these skills. The emphasis in training the ability to observe is twofold: first to develop the skill itself of observation, and second to use the skill in implementing practices that correspond to meeting the needs of the developing primary child.

Required Individual Home Work

Students should be advised that a considerable number of hours should be allotted for their course work outside of scheduled classes and activities. A minimum of twenty hours of work each week is usually needed for preparing albums, illustrating exercises, making materials, reading and studying. All illustrations and album writings are to be done outside of class hours.

Suggested and Required Readings and Writings

Each student will be required to read selected materials, participate in discussions and occasionally write on assigned topics throughout the course.

Reading List

Books may be purchased through the MHATCP

* Antología del Método Montessori

By Dr. Maria Montessori

*Education and Peace

*Education for a New World

From Childhood to Adolescence

*The Absorbent Mind

*The Advanced Montessori Method – Volume One

The Advanced Montessori Method – Volume Two

*The Child in the Family

*The Discovery of the Child

*The Formation of Man

*The Secret of Childhood

To Educate the Human Potential

*Creative Development in the Child- Volume One

*Creative Development in the Child- Volume Two

By Mario Montessori Jr.

Education for Human Development – Understanding Montessori

By E. M. Standing

*Maria Montessori – Her Life and Work

The Montessori Revolution in Education

By Angeline Stoll Lillard

Montessori: the Science behind the Genius

By Paula Polk Lillard

Montessori, a Modern Approach

By Paula Polk Lillard and Lynn Lillard Jessen

Montessori from the Start: the Child at Home from Birth to Age Three

By Rita Kramer

Maria Montessori, a Biography

By Silvana Montanaro

Understanding the Human Being: The Importance of the First Three Years of Life

By Richard Fabes and Carol Lynn Martin

Exploring Child Development

Diane Trister Dodge, Laura J. Colker and Cate Heroman

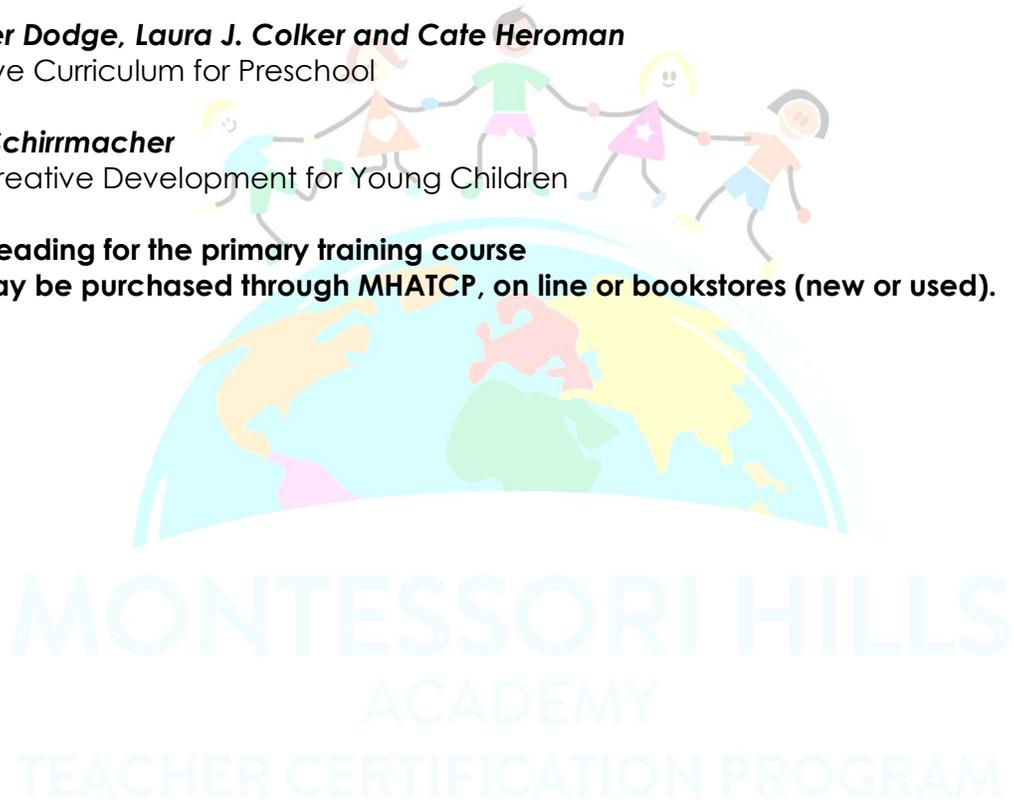
The Creative Curriculum for Preschool

By Robert Schirrmacher

*Art and Creative Development for Young Children

***required reading for the primary training course**

****Books may be purchased through MHATCP, on line or bookstores (new or used).**



Grading

Grading Criteria

An AMS Early Childhood 2 ½-6 Training course is demanding and exacting, comparable to graduate level work.

Throughout the course, the Director of Training will make periodic evaluations of the theory and practical work of the students. Any student not performing at the expected standards may be asked to withdraw from the course.

Grading Criteria for Albums and Papers

- a) Timely submissions of album work by the date due
- b) Clear and complete written presentations
- c) Accurate reflection of the presentations given on the course in which the student is enrolled. Note that only albums that reflect the course being followed can be evaluated toward this requirement.
- d) Evidence of understanding the nature of the assignment
- e) Neatness and legibility, easy to read font and adequate line spacing
- f) Edited for correct grammar and spelling, including complete sentences, paragraphs and subtitles (when applicable)
- g) Adequate and accurate illustrations—absolutely no downloaded Internet material should appear in reference albums
- h) MUST BE THE STUDENT'S ORIGINAL WORK

Plagiarism is grounds for dismissal from the course.

Grading Criteria for Observations and Practice Teaching

Written observation notes pertaining to specific topics will be due two weeks after each observation period. Raw notes addressing each aspect of the assignment, as well as the paper assigned, are required for a Pass.

During each of the practice teaching assignments, students are required to complete required records for a Pass, and submit them by the assigned due date.

Grading Criteria for Written Examinations

Final written examinations consist of one-hour written exam regarding Montessori theory, and on the practical aspects of the Montessori Method. For the theory portion, students select questions to answer.

To receive a passing score, the student must answer all parts of the question; reflect an understanding of the Montessori Theory and the ability to relate examples to theoretical points. The answer must include definitions of all relevant terms. All papers are read in the blind by an evaluator. Any paper failing to receive a passing grade will be read by at least one additional evaluator. Students for whom English is a second language will be allowed the presence of a dictionary with their first language to English during the written exam.

Grading Criteria for Oral Examinations

Each student is required to demonstrate his or her knowledge during an Oral Examination before an examining committee from the American Montessori Society. Committee members are selected from AMS Training Centers and others who are qualified Examiners by the AMS. An AMS appointed examiner heads the examination team. A grade of 12.5 out of 25 points in each of six areas (Montessori Philosophy, Geography, Botany, Zoology Mathematics, and Language) is required to pass the oral examination.

To receive a passing mark in each subject, a student must demonstrate that s/he knows:

- How to present the concept of the material written on the slip chosen in a blind draw
- The purposes, direct and indirect aims, and the ages of the children to whom the material is presented
- The exercises that precede the presentation, those that would follow it, and what the exercise prepares for the control of error, if applicable
- Some general theory about the particular area
- The highlights and progression of each of the subjects

General Grading System

A= Excellent. Denotes high achievement and indicates intellectual initiative beyond the objectives of the course.

B= Good. Denotes work that meets the objectives for the course and intellectual command expected of graduate student.

C= Unsatisfactory. Denotes work of inferior quality compared to the objectives of the course. It is the lowest passing grade.

C- = Below unsatisfactory performance; however, will retake the test to obtain the minimum percentage for a passing grade.

F= Failure. Retake of the subject is recommended before requesting approval for the Internship phase.

W = Withdrawn Authorized departure from the course without completion. It does not enter into the grade point average calculation.

I= Incomplete. Denotes that work remains to be submitted and evaluated. Students may not graduate with a grade of "I" in any course of their record.

Progress Reports and Report Cards

Students who drop a course will receive a "W" (withdraw) if done before the deadline while those who drop after the deadline will receive the grade earned, e.g., "WF" (withdraw-failure). This grade will be on the report card and the permanent record.

Report cards are issued each quarter using percentage grading as listed below:

[Rev. 07-2016]

A = 100% - 90%	W = Withdrawn
B = 89%-80%	P = grade pending
C = 79%-70%	
D- =69%-60%	
F = Below 60%	

Notification of Results

Exams

Each student will be notified via email of the results of the oral examination. For those not passing the exams, a letter outlining the steps for completion of the course will be sent to an address designated by the student.

Students must complete the course with the grade of "Pass," both in the written examinations and in the oral examinations, in order to graduate and be granted the AMS Credential by the Association Montessori Society.





**Montessori Hills Academy
Teacher Certification Program**
612 Paseo del Rey, Chula Vista CA. 91910
Ph (619) 421 2249
montessorihillsacademytcp@hotmail.com

Acknowledgement Statement

I, _____, have received from the Directors and representatives of the Teacher Certification Program, the contact names, and information from American Montessori Society (AMS) and the Montessori Accreditation Council for Teacher Education (MACTE) for references and inquiries regarding the Course Certification for Early Childhood 2.5-6 Affiliation and Accreditation process.

I understand that any concern or question regarding the Accreditation by MACTE and Affiliation to AMS, I may contact them at any time to have my questions answered.

It is also of my understanding that once I comply with all the Certification requirements stated in this handbook, I will be awarded with the Early Childhood Credential or Associate in Early Childhood Education.

AMS (American Montessori Society) grants an AMS Associate Early Childhood Credential when the Course graduate has a High School Credential or GED, however not a Bachelors Degree. Applicants for this AMS Early Childhood course who do not have a U.S Bachelors degree from a regionally accredited U.S College/university or its equivalent, will receive and sign a statement as a verification that they are informed the above information, prior to the beginning of the Full Certification Course.

Abigail M. Kelly, Manager of Teacher Education Services
AMS (American Montessori Society)
116 east 16th St., New York, NY 1003-2163
(212) 358 1250

abbie@amshq.org www.amshq.org/tec
Accreditation Process to MACTE contact:

Rebecca Pelton, Ed.D., Executive Director,
MACTE, 313 Second Street S.E. Suite 112
Charlottesville, VA 22902

Phone: (434) 202-7793

Fax: (888) 525-8838

Email: rebecca@MACTE.org

Assistance is available

Monday through Friday 9:00 - 4:00 EST

Student Name

Signature

Date



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Student Handbook

Receiving acknowledgement

I, _____, registered student of Montessori hills Academy Teacher Certification Program, received the Student Handbook.

I have read, understood and agreed to the Program's Policies and Procedures stated.

I will comply with each and every one of those Policies.

Read, understood and agreed on _____ (date).

Student Name

Student Signature and date

Program Director's Name

Program Director's Signature and date