

# MARIA MONTESSORI TEACHER TRAINING CENTER



## COURSE CATALOG & STUDENT HANDBOOK

July 1, 2017 – June 30, 2018

***Main Location***

MMTTC – South Bay  
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***Additional Location***

MMTTC – North Bay  
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Brush Creek Montessori School  
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## **COURSE HISTORY AND ACCREDITATION**

Ursula Thrush, world-renowned Montessori lecturer and trainer, established the Maria Montessori Teacher Training Center in September of 1972. Ms. Thrush was AMI-trained in London and Bergamo, for both primary and elementary levels, by Mario Montessori, the son of Maria Montessori, and others. She established the MMTTC so that she could continue to share with others the transformation she had experienced with her introduction to the Montessori mission. Over the years she inspired hundreds of candidates and became a catalyst in American education, aiding in the creation of many excellent Montessori teachers. Along with her work to promote education for peace in Montessori training centers and classrooms around the world, she continued to direct and train teachers in San Francisco until her death in 2002.

Rebecca Keith and Susan Cohn, both trained by Ms. Thrush in 1973-75 and 1980-82 respectively, began training teachers under her watchful eye soon after completing their own Montessori training. At Ms. Thrush's request, Dr. Keith and Ms. Cohn continued the Maria Montessori Teacher Training Center, transporting it to their own school locations, One World Montessori School and Brush Creek Montessori School, to better maintain and monitor the environments and materials. Ms. Cohn recently retired, so Dr. Keith and Jed Burchett are now the Co-Directors of the MMTTC.

Dr. Keith and Mr. Burchett are trained to work in both primary and elementary classrooms. They still teach in their classrooms today, along with running schools and delivering the teacher training and occasional workshops. This allows them to continually be renewed and inspired by the children whom they serve. It also affords their trainees the opportunity to watch their trainers "in action," interacting spontaneously with children.

Located in the South and North Bays respectively, One World Montessori School and Bush Creek Montessori School are non-profit organizations. The classrooms are fully equipped with Montessori materials that are available for MMTTC students to use for practice every school day between 3:30 and 6:30 P.M. Dr. Keith and Mr. Burchett will continue to maintain the quality and rigor that has always been associated with the MMTTC, as well as introduce new techniques and perspectives that increase the richness and depth of knowledge that they can confer to their students.

The main office of MMTTC is at One World Montessori School, 1170 Foxworthy Ave San Jose, CA 95118. This is also where the South Bay site class sessions are conducted. The Brush Creek site is an additional North Bay location where courses are taught at 1569 Brush Creek Road Santa Rosa, CA 95404. Courses are taught simultaneously at both locations, but on different schedules.

The MMTTC 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.

Please note: The MMTTC does not have a pending bankruptcy petition, it is not operating as a debtor in possession, has not filed a petition within the preceding five years, and 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 (11 U.S.C. Sec. 1101 et seq.).

The MMTTC was a charter member of MACTE (Montessori Accreditation Council for Teacher Education). MACTE-Accredited institutions are required to be re-evaluated every seven years. Our early childhood program was evaluated in November 2014 and received Full Accreditation Status, which lasts through 2021.

Academic upper division units (undergraduate) are available for the Primary (early childhood) courses through the California State University, East Bay Extension (CSUEB, formerly known as CSU Hayward) at an additional per unit fee. These are considered to be specialization units by the CARES Program. The entire course is 24 quarter units delivered in 3 unit segments. Applying for this credit is optional, and is done through the MMTTC at the beginning of each class.

**\*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 catalog is updated annually. Should there be a change in educational programs, educational services, procedures or policies prior to the annual update, those changes will be reflected in the catalog as supplements or inserts.

Prospective students will be provided this catalog prior to enrollment as part of their informational and application packet. This can be done electronically or in written hard copy, whichever the student prefers. Newly enrolled students will receive a written hard copy of this catalog on the first day of instruction. Any member of the public or student can view this catalog at any time by visiting our website, [www.mmttc.org](http://www.mmttc.org).

### **MISSION STATEMENT**

The mission of the MMTTC is to offer high quality teacher education courses that provide an in-depth study of Dr. Montessori's concepts and philosophy of education, her unique psychological insights into the child and the ways in which they can be effectively implemented in the classroom.

The goal of the Primary Course (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. To best transmit Dr. Montessori's principles, we are guided by this quotation from Education and Peace:

*"We must develop the spiritual life of man and organize humanity for peace."*

### **TEACHER TRAINERS**

*South Bay Location - Primary Training Course:*

Co-Director – Rebecca Keith

Faculty – Karen Bamberg, Maria Perez-Vizcaino, Lucille Santana, Hema Srinivasan

Contract/Substitute Faculty – Lola Ross

*North Bay Location – Primary Training Course:*

Co-Director Emeritus – Susan Cohn

Co-Director – Jed Burchett

### **QUALIFICATIONS**

**Rebecca Keith, Ed.D.** brings over 40 years of experience to the Maria Montessori Teacher Training Center. Dr. Keith has been training teachers through the MMTTC since 1981. She also founded and has been administrating her own school, One World Montessori School, Inc., since 1979. One World Montessori is privileged to benefit from the many unique curricula created by Dr. Keith, including Peace Education, a United Nations Day Celebration and an Earth Day Celebration. She also co-founded the Montessori Phoenix Projects, which brings free Montessori training and materials to some of the most impoverished regions of the world. Ms. Keith is a sought-after speaker and guest lecturer, and has spoken at such prestigious institutions as the University of California at Berkeley, Stanford University and Cornell University. Rebecca has a B.A. in Human and Community Services and a Doctorate in Educational Leadership from St. Mary's College of California. Dr. Keith's thesis, "*Learning As Development: Reflections of Former Montessori Students*" received the Distinguished Dissertation Award from AMS in 2015. Dr. Keith is also a recipient of the 2015 Wisdom of the Elders Award given by MACTE. Dr. Keith holds Montessori Certification for Primary and Lower Elementary levels.

**Karen Bamberg** joined One World Montessori School in 1985. In addition to her Montessori Certification, she has an Early Childhood Education Certificate from West Valley College and a Child Development Site Supervisor Permit from the California Commission on Teacher Credentialing. Ms. Bamberg is pursuing her B.A. in Child Psychology at San Jose State University.

**Maria Perez-Vizcaino, M.A.** began teaching at One World Montessori School in 1999. Ms. Vizcaino received her Montessori Primary Certification from the MMTTC in 2008, and also holds an M.A. in Philosophy and Educational Sciences from the Universidad Complutense of Madrid.

**Lola Ross** has been teaching for over 15 years. She earned a Bachelor's degree in English from Bryn Mawr college in 1995 and thereafter studied with Ursula Thrush at the MMTTC. Ms. Ross holds Montessori Certification for Primary (1998), Lower

Elementary (2002) and Junior High/Erdkinder (2003). Ms. Ross began training teachers through the MMTTC in 2003.

**Lucille Satana** received her Montessori Primary Certification under Ursula Thrush at the MMTTC in 1992. Starting as Rebecca Keith's assistant before becoming a full-fledged teacher, she has accumulated over 20 years of teaching experience at One World Montessori School. Ms. Satana also holds a B.S. in Applied Mathematics from the University of the Philippines. Ms. Satana began training teachers through the MMTTC in 2005.

**Hema Srinivasan** has been teaching for almost 20 years. She holds Montessori Certification at the Infant/Toddler level (0-3) and received her Montessori Primary Certification from the MMTTC in 2005. Ms. Srinivasan has a Bachelor's Degree in Botany and a minor Zoology from University of Madras in India. She has been with One World Montessori School since 1994.

**Jed Burchett** earned a Bachelor's degree in Art History from Sonoma State University in 2002, and earned his Primary Teacher's Certificate from Susan Cohn at the MMTTC in 2006. He also completed the AMI-NAMTA Orientation to Adolescent Studies at the Hershey Farm School in Huntsburg, Ohio in 2013. Mr. Burchett is currently the Assistant Head of School of Brush Creek Montessori School in Santa Rosa, as well as the Adolescent Guide. He is now the Co-Director for the North Bay location of the MMTTC.

**Susan Cohn** is a two-time recipient of the Johns Hopkins Excellence in Teaching Award. She brought over 30 years of experience to the MMTTC, where she trained teachers since 1990. Ms. Cohn has a distinguished history as a school director, and has even been given the CTY Director's Award from Johns Hopkins University. She founded her own school, the Montessori Visions School, in 1984 and served as Director and upper elementary teacher for Brush Creek Montessori School in Santa Rosa. Ms. Cohn has a Bachelor's Degree in Psychology and holds Montessori Certification for Primary, Lower Elementary and Upper Elementary levels. She is now enjoying retirement, while her legacy is carried on within the MMTTC.

### **MMTTC CODE OF ETHICS\***

All Contractors of MMTTC promise to conduct themselves professionally and personally in a manner reflective of their respect for one another and their students. They will do whatever they can, within the limits of their talents and abilities to help one another and assist the students in developing to their fullest potential.

### **COMMITMENT TO OUR STUDENTS**

MMTTC teacher trainers 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, national origin or sexual orientation.
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

MMTTC teacher trainers 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 MMTTC.
2. Respecting the rights and responsibilities of colleagues within the teaching profession.

### COMMITMENT TO THE PROFESSION

MMTTC teacher trainers 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.

### **PRIMARY COURSE SUMMARY**

The Primary course is an **undergraduate course** which trains adults to work with children from 2 ½ to 6 years of age. It is designed to be an interactive study based on Dr. Montessori's vision for lifelong 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. 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-teach under supervision in ongoing Montessori environments.

Instruction takes place in two different settings. When the focus is on mastery of Montessori materials, instruction takes place in a Primary Montessori classroom. Montessori apparatus, supplies, and equipment are available in good condition and exemplify those used in Montessori practice. When the focus is on philosophical or historical components, instruction takes place in a conference room with a large table and chairs promoting group discussion. A laptop is available for video presentations. Workspace and supplies are provided for material making and special projects. Students have access to a printer, photocopier, and laminator. Library resources are available either in the classroom or in close proximity to the instructional space. Bathrooms and space for student personal items are available near the instruction areas. The administrative office space is adequate for storing records and materials, preparing instructional materials, consulting with students, and enables staff members to function effectively and efficiently. All spaces are maintained in good repair with adequate lighting, ventilation, power and water supplies, waste disposal and adult furnishings.

The course intends to prepare adults to teach children, between the ages of 2 ½ and 6, in a Montessori environment. The academic phase can be completed in two school years. A school-year long supervised internship (working at least three hours a day, 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. This can be done in conjunction with the Philosophy, Psychology and Classroom Management segments of the course, or separately. The MMTTC issues a **Certificate 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 [*a California State Teacher's Permit must be obtained before becoming a head teacher. This usually requires 12 units of core classes, available at most community colleges, and potentially awarded with submission of the MMTTC courses.*]

A list of the employment positions determined to be within the field of Primary 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 assistant teacher
- Montessori kindergarten head teacher
- Montessori kindergarten teacher
- Montessori kindergarten assistant teacher
- Montessori Primary Guide



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

<u>SOC Code</u>	<u>Employment Position</u>
25-2011	Preschool Teachers, except Special Education
25-2012	Kindergarten Teachers, except Special Education
25-9040	Teacher Assistants
25-9041	Teacher Assistants
25-9090	Education, Training and Library Workers, All Other
25-3099	Teachers and Instructors, All Other
25-3090	Teachers and Instructors, Miscellaneous

The course includes instruction in the following areas: The Exercises of Practical Life, The Sensorial Materials, The Cultural Subjects, Peace Education, Language Development, Mathematics, Child Psychology and Development – Montessori’s Approach (The Formation of Man), Montessori’s Philosophy of Education - Cosmic Education, Classroom Management, and Observation Techniques.

#### 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 himself and his 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. The 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 interrelatedness and interdependence of different aspects of the larger world. The areas they explore include physics, geography, biology, anthropology, history, music and art. Their synthesis provides the foundation upon which, combined with peacemaking and peace keeping skills, the Montessori peace education curriculum is built.

### PEACE EDUCATION

Peacemaking and peace keeping skills, including problem solving and arbitration techniques, are demonstrated through role-play and practice. These, combined with the children's familiarity with the common needs of all people, gleaned from their work with Peoples of the World and the Fundamental Needs of Humans materials, build a solid foundation for a peaceful individual.

### LANGUAGE

The most concrete aspect of language is sound. Therefore, to encourage language development, we first focus on increasing oral skills through vocabulary development and sound awareness activities, always 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.

### CHILD PSYCHOLOGY AND DEVELOPMENT – MONTESSORI'S APPROACH (THE FORMATION OF MAN)

Along with an overview of its history and current ideas in the field 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 five educators/ child psychologists).

### MONTESSORI'S PHILOSOPHY OF EDUCATION – COSMIC EDUCATION

In this segment of the course, we enter into the study of Montessori's philosophy, which concentrates 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. We also compare and contrast Montessori's philosophy with other philosophers (discussions are assisted, in part, by the student's research and written reports on five philosophers).

### CLASSROOM MANAGEMENT

Techniques for behavior management, record keeping, parent conferences and information meetings; 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. Opportunities to attend meetings at ongoing Montessori schools are provided.

### 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.

### **LENGTH OF CYCLE/CLOCK HOURS – PRIMARY PROGRAM**

The course is made up of an ACADEMIC phase and a PRACTICUM phase. The academic phase is composed of lecture, presentations of materials, group process and discussion, and supervised practice with materials, with a *minimum* of 400 hours of on-site, direct contact between instructor and student. The practicum (internship) is comprised of approximately 600 hours, including a *minimum* of 400 hours of student teaching and 200 hours of seminars, independent study, observation, projects, additional student teaching, etc. **The total instructional clock hours for the program is approximately 1,000 hours.**

The academic phase is comprised of eight courses. The courses can be taken over six school-year quarters, in two summer intensive units (when offered) or in a combination of both. School-year classes are usually held on Mondays and Wednesdays from 4 PM to 7 PM. Summer intensive courses are usually held Monday through Friday from 9 AM to 4 PM. Students may enroll at the beginning of any quarter with the approval of the Director, but it is most successful to begin with the Practical Life and Sensorial unit. After successful completion of the materials portion of the course (Practical Life & Sensorial, Cultural, Language and Mathematics classes), students may then embark on a year-long internship during which they student teach 5 days a week, for at least half a day (three hours), under the supervision of a MMTTC-approved, Certified Montessori Teacher. **Most students complete the cycle and are certified within a three-year period, however some are able to complete in two years.**

### **MONTESSORI ACCREDITATION COUNCIL FOR TEACHER EDUCATION (MACTE)**

The MMTTC was a charter member of MACTE, and the Primary (early childhood) program holds Full Accreditation Status, which lasts through 2021. For more information about MACTE, please visit [www.MACTE.org](http://www.MACTE.org). MACTE is accredited by the United States Department of Education.

### **CALIFORNIA BUREAU FOR PRIVATE POSTSECONDARY EDUCATION (BPPE)**

The MMTTC 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.

For more information about the BPPE, please visit <http://bppe.ca.gov>. To view the MMTTC's annual report, School Performance Fact Sheet, Placement Rates or Salary and Wage Information, please visit our web site at [www.MMTTC.org](http://www.MMTTC.org).

Any questions a student may have regarding this catalog that have not been 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](http://www.bppe.ca.gov), (888) 370-7589 or by fax (916) 263-1897.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet Web site [www.bppe.ca.gov](http://www.bppe.ca.gov).

**PAN AMERICAN MONTESSORI SOCIETY**

The MMTTC is affiliated with the Pan American Montessori Society (PAMS). For more information on PAMS, please visit [www.montessori-pams.org](http://www.montessori-pams.org).

**NORTH AMERICAN MONTESSORI TEACHERS' ASSOCIATION**

For more information about this organization, please visit [www.montessori-namta.org](http://www.montessori-namta.org).

## **COURSE DESCRIPTION - MONTESSORI PRIMARY PROGRAM**

### **MARIA MONTESSORI TEACHER TRAINING CENTER SYLLABUS FOR: MONTESSORI PRACTICAL LIFE & SENSORIAL**

**COURSE COMPONENT TITLE:** Montessori Sensory and Motor Learning

**INSTRUCTOR:** Hema Srinivasan, Rebecca Keith, Ed.D.

**CLOCK HOURS:** 63-72

#### **Course Objectives:**

1. Students shall become competent in the presentation of the Practical Life and Sensorial materials.
2. Students shall correctly match child to material according to stage of readiness and development.
3. They shall understand the direct and indirect aim of each material and where it fits in a sequence from concrete to abstract, from simple to complex.
4. They shall be able to design and set up these areas of the environment, and create their own Practical Life exercises.
5. They shall be able to explain the purpose and rationale of these materials to others, and why they are included in an environment for 2-6 year olds.

#### **Class Completion Requirements:**

- 90% Attendance & Punctuality
- Completion of Weekly Homework Assignments on time
- Submission of Illustrated Curriculum Album (comprised of corrected weekly homework assignments)
- Practice with Materials
- Practice with Handwriting
- Participation in online discussions
- Observation notes (see below for appropriate schedule)
- Demonstrates competency with all materials presented at circles (exams)
- Peer Evaluations
- Selections of Quotes from the required reading for the Book of Quotations.
- Prepare, write-up and present one of the Additional Exercises

#### **Texts:**

The books you will need to purchase for this class are Maria Montessori, Her Life and Work by E.M. Standing and Together with Montessori by Cam Gordon.

#### **Course Component Outline:**

##### ***I. INTRODUCTION TO THE COURSE***

***A.) Orientation Packet Paperwork***

***B.) Weekly Homework – Class Notes***

***C.) Album Guidelines***

***D.) Observation Notes***

***E.) Book of Quotations***

***F.) Introduction to The Montessori Method***

- 1) Homework Assignment: Read the Introduction to Practical Life and the Practical Life Summary and come to class prepared to discuss.

##### ***II. PRACTICAL LIFE***

***A.) Introduction to Practical Life***

***B.) Introductory Exercises***

- 1) Review of Preliminary Procedures
- 2) Exercises with a Rug
- 3) Exercises with a Mat
- 4) Folding
- 5) Exercises with a Chair
- 6) Carrying a Table
- 7) Solid & Liquid Transfer (with variations)
- 8) Exercises with a Jacket

**C.) *Care of the Person***

- 1) Hand Washing (sink and classic presentation)
- 2) Face Washing
- 3) Assisting with Basic Needs – Dressing/Undressing
- 4) Dressing Frames
- 5) Food Preparation

**D.) *Care of the Indoor Environment***

- 1) Crumbing
- 2) Sweeping
- 3) Dusting
- 4) Polishing
- 5) Scrubbing
- 6) Plant Care (watering plants)
- 7) Animal Care

**E.) *Care of the Outdoor Environment***

- 1) Raking
- 2) Digging/Preparing Soil for Planting
- 3) Planting Seeds
- 4) Pruning

**F.) *Grace & Courtesy***

- 1) Casual Greeting
- 2) Please and Thank You
- 3) Excuse Me
- 4) Waiting One's Turn to Speak
- 5) May I Pass By
- 7) Nose Blowing
- 8) Covering a Cough
- 9) Bowing and Curtseying
- 10) May I Borrow
- 11) Help When Needed
- 12) Not Speaking with a Full Mouth
- 13) I'm Sorry
- 14) Opening and Closing a Door
- 15) Handling and Passing Scissors
- 16) Walking on the Line
- 17) The Silence Game
- 18) Introduction to the Peace Table

**G.) *Additional Exercises***

**III. *SENSORIAL***

**A.) *Introduction to Sensorial***

**B.) *Visual Sense Discrimination Exercises***

***Discrimination of Dimensions***

- 1) Cylinder Blocks
- 2) Pink Tower
- 3) Broad Stair
- 4) Red Rods

***Discrimination of Color***

- 1) Color Box I
- 2) Three Period Lesson
- 3) Color Box II
- 4) Color Box III

***Discrimination of Form***

- 1) Geometric Solids
- 2) Geometric Cabinet

***C.) Tactile Sense Discrimination Exercises***

- 1) Tactile Boards
- 2) Tactile Tablets
- 3) Fabric Boxes

***D.) Stereognostic Sense Discrimination Exercises***

- 1) Froeble Bag
- 2) Mystery Bag
- 3) Basket/Box of Buttons
- 4) Sorting Tray I and II

***E.) Auditory Sense Discrimination Exercises***

- 1) Sound Cylinders
- 2) Bells
- 3) Silence Game Variations

***F.) Baric Sense Discrimination Exercises***

- 1) Baric Tablets

***G.) Thermic Sense Discrimination Exercises***

- 1) Thermic Tablets
- 2) Thermic Bottles

***H.) Olfactory Sense Discrimination Exercises***

- 1) Smelling Bottles

***I.) Gustatory Sense Discrimination Exercises***

- 2) Tasting Bottles

***J.) Study in Dimension Exercises***

- 1) Constructive Triangles
  - Rectangular boxes
  - Triangular boxes
  - Hexagonal boxes
- 2) Knobless Cylinders
- 3) Binomial Cube
- 4) Trinomial Cube
- 5) Square of Pythagoras

*[Syllabi also include a tentative class schedule and explanation of assignments that are not included here]*

**MARIA MONTESSORI TEACHER TRAINING CENTER SYLLABUS FOR:  
MONTESSORI CULTURAL**

**COURSE COMPONENT TITLE:** Montessori Cultural Subjects

**INSTRUCTOR:** Maria Perez-Vizcaino, Rebecca Keith, Ed.D.

**CLOCK HOURS:** 49-51

**Course Objectives:**

1. Students shall become competent in the presentation of the Cultural Subjects materials, including art, music and movement, geography, peace, sciences and time.

2. They shall understand the direct and indirect aim of each material and where it fits in a sequence from concrete to abstract, from simple to complex.
3. They shall design and set up these areas of the environment, including a peace table.
4. They shall appropriately match child and material based on age and stage of development.
5. They shall explain the purpose and rationale of these materials to others, and why they are included in an environment for 2-6 year olds.

**Class Completion Requirements:**

- 90% Attendance & Punctuality
- Completion of Weekly Homework Assignments on time
- Submission of Illustrated Curriculum Album (comprised of corrected weekly homework assignments)
- Practice with Materials
- Practice with Handwriting
- Participate in online discussions
- Observation notes (see below for appropriate schedule)
- Demonstrates competency with all materials presented at circles (exams)
- Peer Evaluations
- Selections of Quotes from the required reading for the Book of Quotations.

The following Cultural materials must also be completed:

- Land and Water Form pans and cards
- Peoples of the World Prototypes
- Fundamental Needs of Humans Poster & Card Collection
- Music Clapping Charts
- Art Card Collection
- Leaf Collection Cards
- Classified Cards for Parts of the Plant
- Classified Cards for Parts of the Root
- Classified Cards for Parts of the Leaf
- Classified Cards for Parts of the Flower
- Classified Cards for Parts of the Fish
- Classified Cards for Parts of the Amphibian
- Classified Cards for Parts of the Reptile
- Classified Cards for Parts of the Bird
- Classified Cards for Parts of the Mammal

**Texts:**

The book you will need to purchase for this class is The Secret of Childhood by Maria Montessori. Also recommended are the United Nations Day Curriculum Binder and the Peace Curriculum Binder, both by Rebecca Keith.

**Course Component Outline:**

***IV. CULTURAL MATERIALS***

***A.) Introduction to Culture***

***B.) Art***

- 1) Introduction to Art and Handwork
- 2) Preparing the Environment for Art
- 3) Practical Life Exercises in Art
- 4) Sensorial Keys
- 5) Painting for Two to Three Year Olds



- 6) Painting for Four Year Olds Onwards
- 7) Painting Around Six
- 8) Paperwork
- 9) Sewing
- 10) Clay Work
- 11) Weaving
- 12) The Art Cards
- 13) Drawing
- 14) The Perspective Apparatus

**C.) Music**

- 1) Introduction to Music
- 2) The Bells (pairing)
- 3) Establishing Up and Down
- 4) High and Low Exercise
- 5) The Bells (grading)
- 6) The Bells (names and symbols)
- 7) The Bells (intervals)
- 8) Reading-Recording (staff board I)
- 9) Reading-Recording (sight reading charts)
- 10) Clefs (The Rhombus)
- 11) Scales (Diatonic Scale)
- 12) Music and Movement (Walking on the Line)
- 13) Rhythm (The Clapping Charts)

**D.) Geography**

- 1) Introduction to Geography
- 2) Land and Water Forms (Globes and Pans)
- 3) Comparison of the Globes
- 4) Puzzle Maps (World and separate continents)
- 5) Animals of the World (Plants of the World)
- 6) Peoples of the World
- 7) Pin Maps
- 8) Cloth Flags
- 9) Fundamental Needs of People (Physical and Spiritual – Link to Philosophy/Peace)
- 10) The Peace Table
- 11) Immersion Days

**E.) History/Time**

- 1) Introduction to History
- 2) Introduction to Time
- 3) The Clock
- 4) The Time Tablets
- 5) Personal Timeline
- 6) Special Birthday Activity

**F.) Sciences**

- 1) Introduction to Science
- 2) Introduction to Biology
- 3) Botanical Exercises of Practical Life
- 4) Sensorial Keys
- 5) First Planting
- 6) Classification of Leaves (Leaf Cabinet)
- 7) Classified Botany Cards
- 8) Classified Botany Pictures (varieties)

- 9) Botany Cabinet
- 10) Classifying Plants (Monocots-Dicots)
- 11) Botanical Experiments
- 12) Introduction to Zoology
- 13) Related Practical Life Exercises
- 14) Related Sensorial Exercises
- 15) Language Aspects
- 16) Classified Animal Cards
- 17) Classified Animal Pictures
- 18) Introduction to Physics
- 19) Water/Air Experiments
- 20) Electrical Experiments
- 21) Magnetic Experiments
- 22) Gravity Experiments
- 23) Light Experiments
- 24) The Three States of Matter

## **MARIA MONTESSORI TEACHER TRAINING CENTER SYLLABUS FOR: MONTESSORI LANGUAGE**

**COURSE COMPONENT TITLE:** Montessori Language Development

**INSTRUCTOR:** Karen Bamberg, Rebecca Keith, Ed.D.

**CLOCK HOURS:** 48

### **Course Objectives:**

1. Students shall become competent in presenting the Montessori Language materials.
2. They shall understand the direct and indirect aim of each material and where it fits in a sequence from concrete to abstract, from simple to complex.
3. They shall appropriately match child and material based on age and stage of development.
4. They shall explain the purpose and rationale of these materials to others, and why they are included in an environment for 2-6 year olds.
5. They shall be able to design and set up these areas of the environment, including setting up and choosing appropriate books for a library.
6. They shall lead a group circle. [make sure this section is consistent with wording with other sections]

### **Class Completion Requirements:**

- 90% Attendance & Punctuality
- Completion of Weekly Homework Assignments on time.
- Submission of Illustrated Curriculum Album (comprised of corrected weekly homework assignments)
- Practice with Materials
- Practice with Handwriting
- Participation in online discussions
- Observation notes (see below for appropriate schedule)
- Demonstrates competency with all materials presented at circles (exams)
- Peer Evaluations
- Selections of Quotes from the required reading for the Book of Quotations.

The following Language materials must also be completed:

- Object Box
- Article Box
- Preposition/Conjunction Vase of Flowers

- Logical Adjective Game
- Verb Cards and Verb Command Cards
- Logical Adverb Game
- Reading Practice Materials
- Classified Language Pictures (basic, 3 part cards)

**Texts:**

The book you will need to purchase for this class is The Absorbent Mind by Maria Montessori.

**Course Component Outline:**

***V. LANGUAGE DEVELOPMENT***

***A.) Introduction to Language Development***

***B.) A Summary of Language Related Activities***

***C.) Language Development Outline (Pre-reading Stage)***

***D.) Guidelines for Adults***

***E.) Classified Pictures***

***F.) Language with Practical Life Materials***

***G.) Language with the Sensorial Materials***

***H.) Vocabulary Enrichment-Free Oral Expression***

- 1) News Period
- 2) Songs
- 3) Finger-plays
- 4) Nursery Rhymes and Poetry
- 5) Stories
- 6) Book Corner/Library Time
- 7) Logical Question Game
- 8) Role Playing
- 9) I Spy Game

***I.) Musical Elements of Circle: A How-to Guide***

***J.) Writing***

- 1) Introduction
- 2) Metal Insets
- 3) Sand Paper Letters
- 4) Movable Alphabet
- 5) Writing Pretty – Letter Placement
- 6) Dictation
- 7) Writing Pretty – Upper Case Letters
- 8) Writing Pretty – Margin
- 9) Writing Pretty - The Written Question Game
- 10) Writing Pretty - Punctuation

***J.) Reading – Fundamentals***

- 1) Introduction to Reading
- 2) Reading Summary
- 3) The Object Box
- 4) Wooden Reading Tablets
- 5) Home-made Reading Booklets
- 6) Puzzle and Funny Words
- 7) Phonogram Alphabet and Sandpaper Letters
- 8) Phonogram Booklets

***K.) Reading – Practice***

- 1) Reuse of Classified Pictures
- 2) Reuse of Classified Cards

- 3) Pattern for All Classified Cards
- 4) Poetry Basket
- 5) Function of Words – The Verbal Games
- 6) Labeling
- 7) Function of Words – The Article Game
- 8) Function of Words – The Adjective Game
- 9) Function of Words – The Logical Adjective Game
- 10) Function of Words – The Detective Triangle Game
- 11) Function of Words – The Conjunction
- 12) Function of Words – The Preposition
- 13) Function of Words – The Verb
- 14) Function of Words – Command Cards
- 15) Function of Words – The Adverb
- 16) Function of Words – The Logical Adverb Game
- 17) Word Study – Singular/Plural, Compound Words, Word Families
- 18) Reading Analysis

## **MARIA MONTESSORI TEACHER TRAINING CENTER SYLLABUS FOR: MONTESSORI MATHEMATICS**

**COURSE COMPONENT TITLE:** Montessori Mathematics

**INSTRUCTOR:** Lucille Satana, Rebecca Keith, Ed.D.

**CLOCK HOURS:** 45-48

### **Course Objectives:**

1. Students shall become competent in presenting the Montessori Mathematics materials.
2. They shall understand the direct and indirect aim of each material and where it fits in a sequence from concrete to abstract, from simple to complex.
3. They shall design and set up these areas of the environment.
4. They shall appropriately match child and material based on age and stage of development.
5. They shall explain the purpose and rationale of these materials to others, and why they are included in an environment for 2-6 year olds.

### **Class Completion Requirements:**

- 90% Attendance & Punctuality
- Completion of Weekly Homework Assignments on time
- Submission of Illustrated Curriculum Album (comprised of corrected weekly homework assignments)
- Practice with Materials
- Practice with Handwriting
- Participation in online discussions
- Observation notes (see below for appropriate schedule)
- Demonstrates Competency with all materials presented at circles (exams)
- Peer Evaluations
- Selections of Quotes from required reading for the Book of Quotations

The following Mathematics materials must be completed:

- Fraction Charts: Fraction Families, Equivalents to  $\frac{1}{2}$ , Equivalents to  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$
- Parallel Exercise Chart

### **Texts:**

The book you will need to purchase for this class is Education for a New World by Maria Montessori.

**Course Component Outline:**

***VI. MATHEMATICS***

***A.) Introduction to Mathematics***

- 1) Indirect Preparation for Mathematics
- 2) The Main Groups of Arithmetic

***B.) Counting Group I***

- 1) The Number Rods
- 2) The Sandpaper Numbers
- 3) The Number Rods and Numerals
- 4) The Spindle Boxes
- 5) Numbers and Counters

***C.) Group II - Decimal System***

- 1) Presentation of the Beads
- 2) Presentation of the Cards
- 3) Function
- 4) The Formation of Complex Numbers – “Fetching Quantities”
- 5) Simple Addition
- 6) “Carrying” – The Crisis After 9
- 7) Dynamic Addition
- 8) Simple Subtraction
- 9) Dynamic Subtraction
- 10) Subtraction in Stages
- 11) Simple Multiplication
- 12) Dynamic Multiplication
- 13) Simple Division
- 14) Dynamic Division
- 15) The Stamp Game

***D.) Fractions***

- 1) The Sensorial Element
- 2) Introduction to the Fraction Insets
- 3) Equivalents
- 4) Writing Names
- 5) Labeling Fractions
- 6) Operations

***E.) Group III - Counting Group II***

- 1) The Short Bead Stair
- 2) Teens – Beads and Boards
- 3) Tens – Beads and Boards
- 4) Hundred Board
- 5) Linear Counting – Square and Cube Chains
- 6) Skip Counting – Square and Cube Chairs
- 7) Possibilities with the Bead Bars
- 8) The Square of Pythagoras with the Bead Bars

***F.) Group IV – Tables Group***

- 1) Positive Snake Game
- 2) Negative Snake Game
- 3) Addition Stripboard
- 4) Subtraction Stripboard
- 5) Multiplication Bead Board
- 6) Division Bead Board
- 7) Finger Charts – All Operations

***G.) Passage to Abstraction***

- 1) Short Bead Frame
- 2) Hierarchies
- 3) Long Bead Frame
- 4) The Dot Game

*THE FOLLOWING CLASSES ARE OFFERED CONCURRENT WITH SUPERVISED INTERNSHIP IN APPROVED MONTESSORI CLASSROOMS IF MATERIALS PORTION OF COURSE HAS BEEN COMPLETED.*

**MARIA MONTESSORI TEACHER TRAINING CENTER SYALLBUS FOR:  
MONTESSORI PSYCHOLOGY**

**-CHILD DEVELOPMENT & OBSERVATION**

**-MONTESSORI CHILD, FAMILY & COMMUNITY (PART 1)**

**COURSE COMPONENT TITLE:** Montessori Child Development & Observation  
Montessori Child, Family & Community (Part 1)

**INSTRUCTOR:** Rebecca Keith, Ed.D., Maria Perez-Vizcaino, M.A.

**CLOCK HOURS:** Child Development and Observation = **65**  
Montessori Child, Family & Community (Part 1) = **42**

**Course Objectives:**

Students shall become competent in the area of child development and develop an understanding of Montessori's perspective on child psychology. Students will also develop an understanding of the ideas and perspectives of other child psychologists and early childhood educators. Students will gain the ability to present these ideas to others.

This course also examines the developing child in a societal context, focusing on the relationships among children, families, schools and the community. Emphasis will be placed on the nature of the parent-child relationship, and the role of adults and mixed age peers in a child's socialization and identity development. Ways to support and empower families will be discussed, including parent education. Observation of parent-teacher conferences in a Montessori school is required. [Satisfies MACTE competencies #1b-d, 4a, b]

**Class Completion Requirements:**

- 90% Attendance & Punctuality
- Completion of Homework Assignments on time
- Submission of Illustrated Curriculum Album (comprised of corrected weekly homework assignments)
- Papers on Five Educators or Psychologists
- Online discussion participation
- Attendance at UN Day Celebration; this is a morning event at One World Montessori School
- Observation Notes (see below for appropriate schedule)
- Grade of "C" or better on 3 Essay Exams
- Book of Quotations for Required Reading
- Create Materials:
  - Development Chart
  - Timeline

**Texts & Videos:**

The books you will need to purchase for this class are "Understanding the Human Being", by Sylvia Montanaro, M.D., and "The Formation of Man", by Maria Montessori. In addition to the requirements

above, you will be viewing *The Miracle of Life*, a video by NOVA (PBS) that details human development from conception to childbirth, and *Family Birth and Bonding*, a video by Joseph Chilton Pearce.

**Course Component Outline:**

***CHILD DEVELOPMENT & OBSERVATION***

- |   |   |
|---|---|
| 1. Orientation, Introduction to Montessori Psychology and Child Development   | 7. Essay Test   |
| 2. Prenatal Development & Birth to Three Development; The Development Chart; The Developmental Crisis (3 class periods) | 8. Tendencies of Humans   |
| 3. Miracle of Life video and discussion   | 9. The Four Planes of Development   |
| 4. The Timeline   | 10. Movement and Intelligence: The Importance of Movement, Development of the Hand, Movement and Independence |
| 5. The Absorbent Mind/Imprinting of the Child in the Family   | 11. Presentation/Discussion of Psychologist/Educators (2 class periods)                                       |
| 6. The Sensitive Periods  | 12. Essay Test  |

***CHILD FAMILY & COMMUNITY***

- |   |  |
|---|--|
| 1. Practical Special Needs for the Montessori Method (2 class periods)                              | 7. The Prepared Environment – Infant Community, 3-6, 6-9, 9-12, Human Behavior, The Child in the Community |
| 2. Special Needs: Understanding Special Needs Children  | 8. The Nature of the Adult   |
| 3. Non-violent communication  | 9. Essay Test  |
| 4. The Process of Learning, The Three Stages of Obedience, Mixed Age Grouping, Indirect Preparation | 10. Construction of the Human Comportment  |
| 5. The Child's Home Environment, The Child and the Family   | 11. Joseph Chilton Pearce Video: Child & Family and discussion   |
| 6. UN Day Celebration   | 12. Fundamental Needs of Humans: a Global Comparison   |
|   | 13. Essay Test, Last Class All Materials Due.  |

**Essay Tests:**

The essay tests are conducted online: you will be given a topic, and you have up to 24 hours to complete the test and return it via e-mail. You may use all your notes and handouts. The essay is expected to be several pages, with thorough, in-depth answers to the questions. If you prefer to be tested on site during the regularly scheduled class hours, please let us know.

**Paper on Five Educators or Psychologists:**

You must submit written summaries of the work and ideas of five psychologists or educators (minimum two pages on each person), comparing and contrasting their ideas with those of Maria Montessori.

**Development Chart & Timeline:**

You must submit a chart that includes prenatal and birth-to-six development (created from *The Absorbent Mind* book) as well as a timeline of human growth and development.

**MARIA MONTESSORI TEACHER TRAINING CENTER SYLLABUS FOR:  
PHILOSOPHIES OF EDUCATION FOR PEACE**

**COURSE COMPONENT TITLE:** Montessori Philosophies of Education for Peace

**INSTRUCTOR:** Rebecca Keith, Ed. D., Maria Perez-Vizcaino, M.A.

**CLOCK HOURS:** 57

**Course Objectives:**

In this course, we enter into the study of Montessori's philosophy, which concentrates 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. Peacemaking and peace-keeping skills, including problem solving and arbitration techniques, are demonstrated through role play and practice. The students will also compare and contrast Montessori's philosophy with other philosophers. [Satisfies MACTE competencies #1a-c, 2d]

**Course Completion Requirements:**

- 90% Attendance & Punctuality
- Completion of Homework Assignments on time
- Submission of Illustrated Curriculum Album (comprised of corrected weekly homework assignments)
- Papers on Five Philosophers
- Observation Notes (see below for appropriate schedule)
- Grade of "C" or better on 2 Essay Exams
- Book of Quotations for Required Reading

**Texts & Videos:**

The books you will need to purchase for this class are *The Phenomenon of Man* by Teilhard de Chardin (aka: *The Human Phenomenon*), *The Great Work* by Thomas Berry, *To Educate the Human Potential* and *Education and Peace*, both by Maria Montessori. You will also need the *Peace Curriculum Binder* by Rebecca Keith, if you have not previously purchased this item. You will be viewing several videos including (but not limited to) "The Global Brain," "The Great Story," "The Powers of the Universe" and "We Are Made of Stardust."

**Course Component Outline:**

***PHILOSOPHIES OF EDUCATION FOR PEACE***

- |   |   |
|---|---|
| 1) Orientation, Introduction to Montessori Philosophy   | 8) The Physics Experiments, The Impressionistic Charts                                      |
| 2) Video "The Global Brain"   | 9) "God Who Has No Hands"; "The Great Story" video and discussion, The Great Story Timeline |
| 3) Montessori Philosophy: Horne, Nebulae, Mneme, The Creative Unconscious, The Relationship of the Spiritual Embryo to the Cosmos | 10) The Story of the Universe, "The Thousand Yard Model" video and discussion               |
| 4) Comparative Philosophies: How Montessori Relates to Others of Her Time; "Ologies" and "Isms" (two classes)                     | 11) Stardust Activities, "We are Made of Stardust" Video and discussion                     |
| 5) Pierre Teilhard de Chardin video and discussion  | 12) Essay Test  |
| 6) Montessori and Sri Aurobindo: Comparison of T. deChardin and S. Auribindo  | 13) Clock of Eras: Timeline of Life   |
| 7) Cosmic Education – Spiritual Needs of Man  | 14) Brian Swimme "Powers of the Universe" video and discussion                              |
|   | 15) Deepak Chopra video and discussion  |
|   | 16) Student Presentation of Philosophers Papers (two classes)                               |
|   | 17) Essay Test. Last Class, all materials due   |



### **Essay Tests:**

The essay tests are conducted online: you will be given a topic, and you have up to 24 hours to complete the test and return it via e-mail. You may use all your notes and handouts. The essay is expected to be several pages, with thorough, in-depth answers to the questions. If you prefer to be tested on site during the regularly scheduled class hours, please let us know.

### **Paper on Five Philosophers:**

You must submit written summaries of the work and ideas of five philosophers (minimum two pages on each person), comparing and contrasting each philosopher's ideas with Maria Montessori's ideas.

## **MARIA MONTESSORI TEACHER TRAINING CENTER SYLLABUS FOR: MONTESSORI CLASSROOM MANAGEMENT & OBSERVATION MONTESSORI CHILD, FAMILY & COMMUNITY (PART 2)**

**COURSE COMPONENT TITLE:** Montessori Classroom Management & Observation  
Montessori Child, Family & Community (Part 2)

**INSTRUCTOR:** Rebecca Keith, Ed.D., Maria Perez Vizcaino, M.A.

**CLOCK HOURS:** Montessori Classroom Management & Observation = **36**  
Montessori Child, Family & Community (Part 2) = **21**

### **Course Objectives:**

Topics covered in this course include techniques for behavior management; record keeping, parent conferences and information meetings; staff communications, meeting, management and training; how to start a new classroom, how to set up a classroom and set a daily schedule; and California State Licensing requirements and other relevant subjects. Opportunities to attend parent education meetings and parent-teacher conferences at Montessori schools provided.

Students will develop the ability to observe self and others, to observe, assess and act in a classroom setting in relationship with individual children, to better access and evaluate children and understand when outside assistance and support are needed. In the observation course, group discussions about student observations and intern experiences are a key learning modality. [Satisfies MACTE competencies #2a, 2c-e, 3c, 3d,3f, 4c]

### **Class Completion Requirements:**

- 90% Attendance & Punctuality
- Reflective Paper
- Participation in Oral Discussions
- Attend at least one Parent/Teacher Conference
- Written Summaries of 20 Hours of Observation/Observation Notes
- Book of Quotations for Required Reading
- Create Materials:
  - Sample Classroom Floor Plans
  - "Introduction to Montessori" Parent Night Talk
  - A Title 22 Binder

### **Texts & Handouts:**

The books you will need to purchase for this class are *From Childhood to Adolescence*, by M. Montessori, *The Ascent of Man* by Bronowski, and *The Descent of Woman*, by Elaine Morgan. You will also need to download Title 22, available on the internet at <http://www.cdss.ca.gov/ord/PG587.htm> (you need to reference the general guidelines and the guidelines for child care centers). Handouts include a sample

Curriculum plan for the year, Staff guidelines, and Parent Conference Report. You will attend at least one Parent Conference and a Parent Information Lecture at one of our two sites between now and June.

**Course Component Outline:**

***CLASSROOM MANAGEMENT & OBSERVATION***

1. Introduction to Classroom Mgmt
2. The Prepared Environment: How to Start a New Classroom: The Ideal Situation
3. How to take over an existing classroom as a new head teacher; Co-teaching VS Head Teacher/Assistant
4. Intra-classroom communications: classroom meetings, communication and compromise
5. Inter-classroom Communications, Record Keeping, Parent Communications
6. Observation/Recording; Observation Techniques; Observation Assessment Activity; Making the Match
7. Behavior Management: The Peace Curriculum (or Peace Ambassador Guest Speaker)
8. Title 22: State of California Rules & Regulations, mandated reporting, child abuse; Resources
9. Create Your Ideal Classroom – share projects
10. Prepared Discussion
11. Discussion Sessions: Discussion of 20 Observations (two classes)

***CHILD FAMILY & COMMUNITY (PART 2)***

- |  |   |
|--|---|
| 1. Parent Communications, Parent Conferences, Parent Education, Parent Information Night Talks | 4. Presentation of Parent Night Talks (two classes)   |
| 2. Observe 6 hours of Parent Conferences (outside of class time)                               | 5. Last Class All Materials Due. Reflective Paper: The Transformation of the Adult – Education for Life |
| 3. Observe a Parent Night Talk (1.5 hours; outside of class time)                              |   |

**Reflective Paper: The Transformation of the Adult:**

The purpose of this paper is for the adult learners to reflect back on their two years of study and describe how the learning they have experienced has transformed their understanding of the nature of learning and knowledge, as well as their understanding of the nature of the child between birth and six.

**ADDITIONAL ASSIGNMENT DETAILS FOR TRAINING PROGRAM**

**20 Observations:**

Observations are one hour each, to be done over the course of two years (20 hours total).

Observations should include:

- 1) The name of the school
- 2) The date and time (beginning and ending)
- 3) Weather conditions
- 4) The number of adults and children
- 5) A description of the environment

For the first half of the first year that the student is enrolled, please complete:

- Observations 1 – 5: in five different environments, self-observations every 10 minutes. “I feel...”, “I feel...” – get in touch with how you feel. How you feel interferes with your ability to interact appropriately with the children.

For the second half of the first year that the student is enrolled, please complete:

- Observations 6 – 10: Observe three different children of different ages – note what the child is doing every 10 minutes.

For the first half of the second year that the student is enrolled, please complete:

- Observations 11 – 15: observe the teacher every 10 minutes, and note how you feel about what she is doing.

For the second half of the second year that the student is enrolled, please complete:

- Observations 16 – 20: ambient environment observations – note your general observation/impression of the environment as a whole.

After each observation, take a moment for reflection. Think about your experience and associated feelings. Write down this reflection along with your observation notes.

### **Book of Quotations:**

The “Book of Quotations” is in lieu of creating book reports for all the required reading. For each text you will need to find relevant Maria Montessori quotes (useful to you, pertaining to a selection of topics) from each of the texts. Type up your selected quotes and list the page number and book name. The aim of this exercise is to gain recall of Dr. Montessori’s own words, so that you will be able to use them in the situations in which they may be needed. At the end of your training, your quotes, along with the selected quotes of your peers, will be compiled and provided to you as a resource in your Montessori career.

### **PRIMARY INTERNSHIP/PRACTICUM PHASE**

Once the student has completed the Practical Life & Sensorial, Cultural, Language and Math portions of the course (including turning in all required materials for those courses), they are eligible to begin the practicum phase of their program (aka: internship). The internship ideally should be completed concurrent with the Psychology, Philosophy, Classroom Management and Observation courses. **The latter two courses are discussion classes, and if the student has not begun the internship experience, cannot fully participate in the group discussions.**

The process begins with the student seeking out an approved Montessori school in which to be an intern, as well as a teacher who will be their Master Teacher. In order to be considered “approved,” the school must meet certain minimum standards, and the supervising teacher (aka: master 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 internship). **Interns are responsible for getting their Master Teachers to complete the required forms and reports, and to return them to the MMTTC.** The MMTTC also requires the student to be observed three times 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 internship phase; however, *the student may need to attend the group discussion portions of the Classroom Management and Observation courses during the next class cycle, in order to more fully participate in the group discussions.* This requirement will be decided on an individual basis, and will be at the discretion of the Co-Director.

The MMTTC will support the student in their attempts to locate an internship site, but **it is the responsibility of the student to secure this internship.** The internship 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, most internships are unpaid. Occasionally there are intern positions available at One World Montessori School. These are highly sought-after positions, and available only to students who have demonstrated exceptional progress in their training. For more information about securing an intern position at OWM, please speak with Dr. Keith.

When the student is ready to pursue an internship 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 Master Teacher Agreement, a Pre-Observation Form and Intern Progress Reports. If the school is new or unfamiliar to the MMTTC, a site visit will be required by the director. The student or Master Teacher must return the completed forms to the MMTTC prior to the start of the internship or the internship will be invalid. **Failure to submit the completed Intern Progress Reports also invalidates an internship.**

Once the student begins the practicum, they will be required to review and sign the Intern Code of Conduct. Inters are required to behave in a professional manner, as they would at any new job. This includes, but is not limited to, regular attendance, professional dress (appropriate for the environment) and demeanor. There are several mandatory intern meetings throughout the school year. The intern must make arrangements with their site to attend these meetings. If the intern becomes unable to complete their internship for any reason, they must contact the MMTTC as well as their site immediately.

If the Master Teacher is unhappy with the performance of the intern, the MT will schedule a meeting with the intern supervisor and the intern to discuss specific incidents and behaviors. The intern will be given a written warning. If the intern is not able to correct the behaviors and improve the performance, the intern is in danger of losing the practicum position. If an intern loses a practicum position, due to behavior, attendance or performance, they will no longer be eligible for a practicum position within that school.

For more information on the practicum phase of the program, students may meet with the Director or the course administrator.

## **MARIA MONTESSORI TEACHER TRAINING CENTER SUPERVISED FIELD EXPERIENCE – BASIC STUDENT TEACHING PRACTICUM SYLLABUS**

**COURSE COMPONENT TITLE:** Supervised Field Experience – Basic Student Teaching Practicum

**INSTRUCTOR:** Rebecca Keith, Ed.D.

**CLOCK HOURS:** 186 (6 in class with instructor, min.180 supv field experience)

### **Field Placement**

Supervisory Field Experience to take place in an MMTTC-approved Montessori Classroom (for children ages 2-6 years old). Student is required to work in his/her designated classroom five mornings a week, from 9-12pm. A Master or Supervisory Teacher is required to observe and guide the student, and report back to MMTTC on student's progress.

For the Basic Student Teaching Practicum, the student will focus on the Practical Life and Sensorial areas of the classroom, and on becoming a useful member of the classroom team.

### **Course Component Objectives**

1. Students shall become competent in the workings and teachings of the Montessori classroom.
2. They shall understand the direct and indirect aim of each material and where it fits in a sequence from concrete to abstract, from simple to complex.
3. They shall exhibit mastery of preparing the environment, guiding lessons and maintaining accurate record keeping of their work.
4. They shall appropriately match child and material based on age and stage of development.
5. They shall explain the purpose and rationale of each material to others, and why they are included in an environment for 2-6 year olds.
6. They shall observe communications and meetings with parents.
7. They shall observe communications and meetings among staff.

### **Class Completion Requirements:**

- Attendance & punctuality as recorded by the Hours Tracking form: 10 excused absences are permitted in the academic year
- Follow directions of supervising teacher
- Utilization of Classroom Checklist form to ensure practice and mastery in each area of classroom
- Attend Intern Orientation meeting and 1 Mandatory Intern Meeting held approximately in November.
- Attend specific parent/teacher conferences as recommended by your master teacher (30-45 mins each).
- Have formal observation time with supervising teacher in November.
- Keep regular meetings and discussions with supervising teacher for learning and growth
- Perform self-observations throughout the school year and turn in recordings of these observations in November, February and May
- Keep a journal
- Demonstrate clear communication skills and ability to receive constructive criticism

### **Meeting Dates**

There will be an orientation meeting for all the interns and one meeting in approximately November, before the end of the section.

### **Texts/Materials**

Handouts include Hours Tracking form, Classroom Checklist, Intern Self-Observation form, and Intern Progress Report.

### **Grading**

Students are graded via an "Intern Progress Report" form.

- (E) indicates **exceptional** progress
- (N) indicates **normal** progress
- (A) indicates **additional work required** in this area\*
- (U) indicates **unacceptable progress** in this area\*
- ( / ) indicates no activity in the area at this time

## **MARIA MONTESSORI TEACHER TRAINING CENTER**

## **SUPERVISED FIELD EXPERIENCE – INTERMEDIATE STUDENT TEACHING PRACTICUM SYLLABUS**

**COURSE COMPONENT TITLE:** Supervised Field Experience – Intermediate Student Teaching Practicum

**INSTRUCTOR:** Rebecca Keith, Ed.D.

**CLOCK HOURS:** 183 (3 in class with instructor, 180 supv field experience)

### **Field Placement**

Supervisory Field Experience to take place in an MMTTC-approved Montessori Classroom (for children ages 2-6 years old). Student is required to work in his/her designated classroom five mornings a week, from 9-12pm. A Master or Supervisory Teacher is required to observe and guide the student, and report back to MMTTC on student's progress.

For the Intermediate Student Teaching Practicum, the student will focus on the Cultural Materials within the classroom, and on continuing to become a valuable member of the classroom team.

### **Course Component Objectives**

1. Students shall become competent in the workings and teachings of the Montessori classroom.
2. They shall understand the direct and indirect aim of each material and where it fits in a sequence from concrete to abstract, from simple to complex.
3. They shall exhibit mastery of preparing the environment, guiding lessons and maintaining accurate record keeping of their work.
4. They shall appropriately match child and material based on age and stage of development.
5. They shall explain the purpose and rationale of each material to others, and why they are included in an environment for 2-6 year olds.
6. They shall observe communications and meetings with parents.
7. They shall observe communications and meetings among staff.

### **Class Completion Requirements:**

- Attendance & punctuality as recorded by the Hours Tracking form: 10 excused absences are permitted in the academic year
- Follow directions of supervising teacher
- Utilization of Classroom Checklist form to ensure practice and mastery in each area of classroom
- Attend 1 mandatory Intern Meeting held approximately in February.
- Have formal observation time with supervising teacher in February.
- Keep regular meetings and discussions with supervising teacher for learning and growth
- Perform self-observations throughout the school year and turn in recordings of these observations in November, February and May
- Keep a journal
- Demonstrate clear communication skills and ability to receive constructive criticism

### **Meeting Dates**

There will be one intern meeting in approximately February, before the end of the section.

### **Texts/Materials**

Handouts include Hours Tracking form, Classroom Checklist, Intern Self-Observation form, and Intern Progress Report.

### **Grading**

Students are graded via an "Intern Progress Report" form.

(E) indicates **exceptional** progress

(N) indicates **normal** progress

- (A) indicates **additional work required** in this area\*  
(U) indicates **unacceptable progress** in this area\*  
( / ) indicates no activity in the area at this time

## **MARIA MONTESSORI TEACHER TRAINING CENTER SUPERVISED FIELD EXPERIENCE – ADVANCED STUDENT TEACHING PRACTICUM SYLLABUS**

**COURSE COMPONENT TITLE:** Supervised Field Experience – Advanced Student Teaching Practicum

**INSTRUCTOR:** Rebecca Keith, Ed.D.

**CLOCK HOURS:** 183 (3 in class with instructor, 180 supv field experience)

### **Field Placement**

Supervisory Field Experience to take place in an MMTTC-approved Montessori Classroom (for children ages 2-6 years old). Student is required to work in his/her designated classroom five mornings a week, from 9-12pm. A Master or Supervisory Teacher is required to observe and guide the student, and report back to MMTTC on student's progress.

For the Advanced Student Teaching Practicum, the student will focus on the Language and Mathematics materials within the classroom, and on continuing to become a valuable member of the classroom team.

### **Course Component Objectives**

1. Students shall become competent in the workings and teachings of the Montessori classroom.
2. They shall understand the direct and indirect aim of each material and where it fits in a sequence from concrete to abstract, from simple to complex.
3. They shall exhibit mastery of preparing the environment, guiding lessons and maintaining accurate record keeping of their work.
4. They shall appropriately match child and material based on age and stage of development.
5. They shall explain the purpose and rationale of each material to others, and why they are included in an environment for 2-6 year olds.
6. They shall observe communications and meetings with parents.
7. They shall observe communications and meetings among staff.

### **Class Completion Requirements:**

- Attendance & punctuality as recorded by the Hours Tracking form: 10 excused absences are permitted in the academic year
- Follow directions of supervising teacher
- Utilization of Classroom Checklist form to ensure practice and mastery in each area of classroom
- Attend 1 mandatory Intern Meeting held approximately in April.
- Attend parent conferences as specified by Master Teacher.
- Have formal observation time with supervising teacher in April
- Have field observation by intern supervisor in April or May.
- Keep regular meetings and discussions with supervising teacher for learning and growth
- Perform self-observations throughout the school year and turn in recordings of these observations in November, February and May
- Keep a journal
- Demonstrate clear communication skills and ability to receive constructive criticism

### **Meeting Dates**

There will be one intern meeting in approximately April, before the end of the section.

### **Texts/Materials**

Handouts include Hours Tracking form, Classroom Checklist, Intern Self-Observation form, and Intern Progress Report.

**Grading**

Students are graded via an “Intern Progress Report” form.

- (E) indicates **exceptional** progress
- (N) indicates **normal** progress
- (A) indicates **additional work required** in this area\*
- (U) indicates **unacceptable progress** in this area\*
- ( / ) indicates no activity in the area at this time



## **MACTE COMPETENCIES**

Upon completion of the course, our graduates should be able to:

### **1. Montessori Philosophy and Human Development**

- a. demonstrates an understanding of and implements Montessori philosophy with a focus on the early childhood years;
- b. comprehends and utilizes an understanding of the stages of human growth, development, and educational theories with an emphasis from two and one-half (2 ½) through six (6) years of age;
- c. demonstrates evidence of personal growth through self-evaluation and introspection;
- d. demonstrates knowledge of developmental and behavioral norms and potential recommendations toward early intervention services.

### **2. Classroom Leadership**

- a. demonstrates observation, documentation, and analytical skills necessary for planning and recording the progress of children;
- b. utilizes cultural sensitivity in support of the development of individual children;
- c. demonstrates an ability to implement effective classroom strategies;
- d. demonstrates leadership skills and an understanding of professional standards;
- e. incorporates an understanding of administrative functions.

### **3. Curriculum Implementation**

- a. demonstrates the principles of Montessori environmental and material design;
- b. articulates the rationale and sequence of the Montessori curriculum;
- c. demonstrates proficiency in applying Montessori principles in the context of the curriculum, didactic materials, and lesson presentations;
- d. designs and maintains a developmentally appropriate Montessori environment in response to the needs of students;
- e. utilizes a variety of instructional strategies and assessment methods;
- f. demonstrates an awareness and understanding of governmental regulations.

### **4. Community Involvement and Partnership with Families**

- a. demonstrates cultural sensitivity in communications and work with families and children;
- b. demonstrates an awareness of community resources for additional support of children and families;
- c. identifies and has an awareness of available professional associations.

## **STANDARDS FOR COMPLETION - PRIMARY**

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 and Classroom Management. These Manuals must be submitted for evaluation and corrected if necessary.
5. Teacher-made materials are 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. Peoples of the World Prototypes
  - c. Fundamental Needs of Humans Chart & Card Collection
  - d. Music Clapping Charts
  - e. Art Card Collection
  - f. Leaf Collection Cards
  - g. Classified Cards for Parts of the Plant
  - h. Classified Cards for Parts of the Root
  - i. Classified Cards for Parts of the Leaf
  - j. Classified Cards for Parts of the Flower
  - k. Classified Cards for Parts of the Fish
  - l. Classified Cards for Parts of the Amphibian
  - m. Classified Cards for Parts of the Reptile
  - n. Classified Cards for Parts of the Bird
  - o. Classified Cards for Parts of the Mammal
  - p. Object Box
  - q. Article Box
  - r. Preposition/Conjunction Vase of Flowers
  - s. Logical Adjective Game
  - t. Verb Cards and Verb Command Cards
  - u. Logical Adverb Game
  - v. Reading Practice Materials
  - w. Classified Language Pictures (basic, 3 part cards)
  - x. Fraction Charts: Fraction Families, Equivalents to  $\frac{1}{2}$ , Equivalents to  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$
  - y. Parallel Exercise Chart
6. Three written examinations during the Psychology and Philosophy portions of the course must be completed successfully.
7. Students must make a Developmental Chart and a Timeline
8. Research papers on five educator/child psychologists and five philosophers are required.
9. Twenty hour-long classroom observations must be documented and discussed.
10. Book of Quotations for all required reading.
11. Students must create their own State of CA Title 22 binder, as well as create their ideal classroom floor plan and a parent night lecture.
12. Students must attend a minimum of 6 hours of OWM student parent/teacher conference.
13. A ten-month long supervised internship in an approved classroom, working at least five mornings a week is required. Interns will be evaluated three times, at least twice by their supervising teacher and at least once by a field supervisor.

### **GRADING**

Presentations, papers, albums and materials are evaluated by faculty. Students will be given marks of completion, as well as qualitative instructor feedback, on all assignments. Students will also receive and provide peer feedback on class presentations. Students are spoken to as a group

about the general performance after each presentation or test. Students are spoken to privately at the initiation of the student or the request of the instructor.

For a final grade, students are evaluated by the instructor on how they have met the course objectives. A final letter grade of A, B or C will be calculated for each course based on this evaluation.

Evaluation forms, as well as marks of completion recorded on an Individual Record, are placed into the student's confidential file and can be viewed by the student at their request. MMTTC converts the marks given by the instructor to a letter grade, following the rubric provided by CSUEB. The rubric is as follows:

<b>A+</b>	<b>4.3</b>
<b>A</b>	<b>4.0</b>
<b>A-</b>	<b>3.7</b>
<b>B+</b>	<b>3.3</b>
<b>B</b>	<b>3.0</b>
<b>B-</b>	<b>2.7</b>
<b>C+</b>	<b>2.3</b>
<b>C</b>	<b>2.0</b>
<b>C-</b>	<b>1.7</b>

These numbers are averaged to determine the final grade for the course. Final grades are awarded to students after the successful completion of all course assignments and materials.

Students are given their Individual Record Forms (which track their grades in the course and the materials which are due for each section) at the conclusion of each course or at any time upon student request.

Upon completion of all required elements of the training program and successful completion of an internship, a Certificate of Completion will be issued.

### **CIRCLE EXAM – TESTING POLICY**

All students must be present for all exam/circle days. Students may not opt to attend one test day instead of both testing days. If all students have completed testing in the specific subject area being studied on the first scheduled day, the second testing day will be cancelled.

### **PLAGIARISM**

Instances of academic dishonesty will not be tolerated. Any form of academic dishonesty will result in a failing grade and sanctions by the MMTTC.

Academic dishonesty includes, but is not limited to, cheating on exams, interfering with grading or plagiarism. Plagiarism is presenting the language, thoughts, ideas or expressions of another as your own, or using another person's ideas without giving proper credit. According to research

done by the Health Informatics Department at the University of Chicago, some common forms of plagiarism are submitting someone else's work as your own, improper or incomplete citations, using quotations without citing the source, relying too heavily on other people's work, and/or failing to bring original thoughts into the student's body of work. If you continue to be uncertain about the definition of academic dishonesty or plagiarism, please inquire with us or visit <https://en.wikipedia.org/wiki/Plagiarism>.

### **ADMISSION PROCEDURE**

All prospective students are evaluated without regard to race, sex, color, creed, national origin or sexual orientation. A high school diploma or a Certificate of High School Equivalency is required. A bachelor's degree is preferred, but not essential. At this time, we are unable to accept ability-to-benefit students.

1. In order to apply to attend any training course, the prospective student needs to provide MMTTC with the following:
  - a. A completed application
  - b. A non-refundable application fee of \$50
  - c. A letter of intent, outlining the reasons why training is desired
  - d. Three letters of recommendation from individuals with which the prospective student has a professional relationship.
  - e. Copies of official transcripts from his/her former college or university.
2. After these items have been received, MMTTC will contact the prospective student and, if necessary, schedule an interview with the Co-Director of Training.
3. After the interview, the applicant will be evaluated by the Co-Director, based on the information gleaned from his/her transcripts, letter of intent, recommendations, and personal interview, and the Co-Director will decide on the candidate's ability to benefit from the program.
4. The prospective student will then be notified as to his/her acceptance into the program through a letter of acceptance and will receive a financial contract to complete. If the student is not accepted into the program, they are contacted by the Course Administrator.
5. If the prospective student wishes to proceed, he/she needs to complete the enrollment agreement and return it to MMTTC along with payment of the first tuition installment.

### **ARTICULATION OR CREDIT TRANSFER AGREEMENT**

The MMTTC does not have an articulation or transfer agreement with any other college or university in order to accept credits earned at other institutions or through examinations and achievement tests. MMTTC will not award credit for any other prior experiential learning or achievements.

## INTERNATIONAL STUDENTS

The MMTTC does accept students from other countries, provided they will reside in the United States for the duration of their training. Unfortunately, the MMTTC is not able to issue F1 or I20 visas for international students. The MMTTC is also unable to vouch for student status.

## ENROLLMENT DEADLINES

Deadline to enroll is one week prior to the registration date or first class meeting of any class, or until maximum enrollment has been reached, unless otherwise noted. All paperwork and payments must be received by this date.

## MMTTC TUITION AND RELATED COSTS

The MMTTC tuition is \$500 per course. There are a total of 8 courses; 4 per academic year. Students may either enroll and pay per course or they may enroll for the entire training program. Given that it is a two-year training program, the tuition for each year is \$2,000, which totals \$4,000 in tuition for the entire educational program.

## ITEMIZATION & TOTAL TUITION FEES

Application Fee	\$ <u>50.00</u>	Non-Refundable
Books	\$ <u>400.00</u>	Textbook prices fluctuate depending on recent book editions and pricing changes by publishers.
Materials, Supplies & Workshops	\$ <u>150.00</u>	Approximate
MACTE Student Fee	\$ <u>161.00</u>	Non-Refundable
Student Tuition Recovery Fund Fee	\$ <u>0.00</u>	Non-Refundable (\$0.00 for every \$1,000 rounded to the nearest \$1,000)
Tuition (2-year program)	\$ <u>4,000.00</u>	Prorated upon withdrawal. Refer to refund policy provision within this Course Catalog.

**ESTIMATED DUE FOR THE ENTIRE PROGRAM** **\$ 4,761.00** \*

**TOTAL CHARGES FOR CURRENT PERIOD OF ATTENDANCE (first year)** **\$ 2,486.00**

**CHARGES DUE UPON ENROLLMENT (at minimum)** **\$ 250.00**

**\*EACH STUDENT IS RESPONSIBLE FOR THIS AMOUNT. IF A STUDENT GETS A STUDENT LOAN, THAT STUDENT IS RESPONSIBLE FOR REPAYING THE LOAN AMOUNT PLUS ANY INTEREST, LESS THE AMOUNT OF ANY REFUND.**

**Additional Fees, as applicable:** Records Search Fee: \$20, Return Check Fee: \$20, Late Album Correcting Fee: \$50-75

Schedule of tuition charges for enrollment in one training year (student to select one):

- One installment of \$2000, due on or before September 6, 2018.
- Two installments of \$1000, the first due on or before September 6, 2017, and the second due on or before February 6, 2018.
- Three installments of \$666.67, due on or before September 6, 2017, December 6, 2017, and March 6, 2018.

- ❑ Ten consecutive monthly installments of \$200. Your first monthly payment will be due on September 6, 2017. Thereafter, each monthly payment will be due on the same day of the month as your first monthly payment.

Consumer Loan Agreements: MARIA MONTESSORI TEACHER TRAINING CENTER does not loan students funds to attend school. Students may voluntarily choose a Third Party Private Lending Institution to receive a loan to pay for the cost of A.C.B.S. programs. The third party lender is responsible to provide all disclosures to students according to the Truth in Lending Act of Title 15 of the United States Code.

Should a student wish to pay the entire two-year's training program tuition of \$4,000 in full, they may do so on or before their first day of instruction. They will receive a 5% discount on tuition for payment in full.

The Application Fee is due at the time of application. MACTE fees are due in September of the first year of enrollment. STRF fees are collected once for the entire period of the student's enrollment. Even if a student pays tuition in increments, the STRF fees are collected once for the entire period of enrollment. This collection occurs on the first day of enrollment or when the first tuition payment is made. *The Application Fee, MACTE Student Fee, and STRF Assessments are all non-refundable.*

The first installment of tuition is due upon the first day of instruction. Payment each month is due on or before the date of registration. Any special arrangements for tuition payments must be made with the Course Administrator and documented in writing. Each monthly payment is due by the due date specified in this contract. If your payment is not received within two weeks of the due date, a late notice will be sent and you will be charged a late payment fee of 15% of your balance. If payment is not received within three weeks, a letter will be sent stating that either payment in full or a written agreement for payment must be received within ten days. Failure to respond or adhere to such an agreement will result in the student's discharge from the program. There is a minimum \$20 service charge for returned checks. The MMTTC reserves the right to change the tuition with ninety days advance notice.

### **OPTIONAL ADDITIONAL COSTS**

CSUEB Credit (\$89 per unit for 24 units) \$2,136.00  
(This may be changed by CSUEB with no notice) This fee is collected from each interested student by the MMTTC and sent to CSUEB at the registration for each quarter. This is optional.

In addition, students who chose an intern site located more than 50 miles from MMTTC will need to pay for the cost of transportation of the field supervisor to and from their intern site for the required three on-site evaluation visits.

### **STUDENT'S RIGHT TO CANCEL**

1. 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 stop school at any time; and 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.

2. Cancellation may occur when the student provides a written notice of cancellation at the following address: MARIA MONTESSORI TEACHER TRAINING CENTER 1170 FOXWORTHY AVENUE SAN JOSE, CA 95118. This can be done by mail or by hand delivery.
3. The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with proper postage.
4. The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement.
5. If the Enrollment Agreement is cancelled the school will refund the student any money he/she paid, less a registration or administration fee not to exceed \$250.00, and less any deduction for equipment not returned in good condition, within 45 days after the notice of cancellation is received.

A refund of all fees will be made if the program is discontinued, or the specific segment is cancelled or postponed. A refund of all fees will also be made if the student enrolled because of any misrepresentation in advertising, promotional materials provided by MMTTC, or misrepresentation of the program provided by MMTTC faculty members or other official representatives.

#### **WITHDRAWAL FROM THE PROGRAM**

A student may withdraw from the school at any time after the cancellation period (described above) and receive a pro rata refund if he/she has completed 60 percent or less of the scheduled days in the current payment period in the program through the last day of attendance. The refund will be less a registration or administration fee not to exceed \$250.00, and less any deduction for equipment not returned in good condition, within 45 days of withdrawal. If the student has completed more than 60% of the period of attendance for which the student was charged, the tuition is considered earned and the student will receive no refund.

For the purpose of determining a refund under this section, a student shall be deemed to have withdrawn from a program of instruction when any of the following occurs:

- The student notifies the institution of the student's withdrawal or as of the date of the student's withdrawal, whichever is later.
- The institution terminates the student's enrollment for failure to maintain satisfactory progress; failure to abide by the rules and regulations of the institution; absences in excess of maximum set forth by the institution; and/or failure to meet financial obligations to the School.

For the purpose of determining the amount of the refund, the date of the student's withdrawal shall be deemed the last date of recorded attendance. The amount owed equals the daily charge for the program (total institutional charge, minus non-refundable fees, divided by the number of days in the program), multiplied by the number of days scheduled to attend, prior to withdrawal. If the student has completed more than 60% of the period of attendance for which the student was charged, the tuition is considered earned and the student will receive no refund.

If any portion of the tuition was paid from the proceeds of a loan or third party, the refund shall be sent to the lender, third party or, if appropriate, to the state or federal agency that guaranteed or reinsured the loan. Any amount of the refund in excess of the unpaid balance of the loan shall be first used to repay any student financial aid programs from which the student received benefits, in proportion to the amount of the benefits received, and any remaining amount shall be paid to the student. If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds.

### **REFUND POLICY**

A refund resulting from cancellation of enrollment or withdrawal from the program will be determined by the calculation below. Refunds are calculated according to the pro rata minimum refund schedule, as defined by the State of California Bureau for Private Postsecondary Education, whether or not the student was in attendance. **The \$50 application fee, MACTE Student Fee and STRF Assessments 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 are calculated by:

- (1) Dividing the total tuition (less the application, MACTE and STRF fees) by the number of hours in the program.
- (2) The quotient is the hourly charge for the program.
- (3) Establish the number of hours attended.
- (4) The amount owed by the student is derived by multiplying the total hours attended by the hourly charge for instruction, plus any equipment or materials fees owed to the MMTTC.
- (5) The refund shall be any amount in excess of the figure derived in line (4) that was paid by the student.

Example: Joan withdrew from the program after attending 10 classes (30 hours of instruction). Thirty hours multiplied by the hourly program rate of \$9.10 equals \$273.00. This is the amount Joan owes for instruction. Joan is also responsible for the non-refundable Application Fee (\$50) and MACTE Student Fee (\$161). Joan has not incurred any materials or equipment fees. Therefore, Joan owes MMTTC a total of \$484.00. Joan paid the school \$2,050.00 when she enrolled. The amount Joan owes is then deducted from the amount she paid, entitling Joan to a refund of \$1566.00.

### **MACTE FEES**

The Montessori Accreditation Council for Teacher Education (MACTE) requires the MMTTC to submit a list of enrolled students within six weeks of each new course year (September/October). The Adult Learner fees are currently \$161 per student, but are subject to change at any time. The student is responsible for this fee, and it will appear on your billing statement. For more information about MACTE, please visit [www.MACTE.org](http://www.MACTE.org).

### **STUDENT TUITION RECOVERY FUND PAYMENT**

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, who is a California resident in an educational program, 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.

It is important that you keep copies of the enrollment agreement, financial aid papers, receipts or any other information that documents the monies paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959.

### **SCHOLARSHIP**

One World Montessori also offers one scholarship per cycle. This scholarship is limited to assistants currently employed by One World Montessori School, and is chosen by the Co-Director. Employees of OWMS wishing to be considered for the scholarship must meet with the Co-Director.

## **FINANCIAL AID**

MMTTC does not provide financial aid to students at this time; neither does the MMTTC participate in any federal or state financial aid programs. Should a student obtain a student loan to pay for this 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 student financial aid funds, the student is entitled to a refund of the moneys not paid from federal student financial aid program funds.

The MMTTC does offer flexible payment options and is happy to assist our students in any way possible to make the tuition more manageable, such as spreading payments over 2-3 years. Please contact the Course Administrator to set up a payment plan that meets your needs.

## **ATTENDANCE/MAKE-UP POLICY**

The Program is both intense and non-duplicate. Therefore, **absences are not permitted**. All absences are deemed serious, and if absences exceed 10% of training time, necessitate a meeting with the Co-Director. Punctuality is assumed for the same reasons that absences are not permitted. Excessive absences and tardy arrivals necessitate a return the following year to complete the class work, or private tutoring at a cost of \$20 per hour to be arranged with the instructor. Students who are absent for less than 10% of the clock hours may obtain class notes from other students and turn in all requirements at the due date.

## **LATE MATERIALS POLICY**

*Materials are required to be submitted on time.* Course Albums are due two weeks after the last day of each class. If an album is turned in after this time, it is considered late. If the student is not prepared to submit their albums when they are due, they must submit a written explanation to the teacher, and outline a timeline for submission of the required materials. Late album submissions must include a MMTTC Late Album Form to be filled out by the student and submitted for correction along with a \$50 Album Review Fee.

If an album requires additional re-writes and re-corrections, regardless of when the album was turned in (on-time or late), a \$25 fee will be charged per additional correction.

Materials must be submitted for correction as a complete materials package. The MMTTC will not accept materials for correction one at a time. Materials are to be submitted during a “Correcting Party”. The date for the “Correcting Party” for the 2017-2018 school year will be announced. On that date, students bring their materials as a complete materials package and they are reviewed by MMTTC instructors at that time. Materials do not leave the possession of the student. There is no charge to participate in a “Correcting Party”. If the student cannot meet this deadline, they are welcome to bring their materials to the “Correcting Party” in the NEXT academic year, and submit them on that date. If the student wants to finish the program and receive their Certification before the next correction party, they will need to pay a \$50 Material Review Fee and set up an appointment for correction with an approved reader. They must bring all required materials together as a complete package for review on their appointment date.

In summary, if a student has taken a course but neglected to turn in the required materials at the required times, they will be allowed to turn in the materials, but they will need to pay an Album Review Fee of \$50 per album, plus \$25 per re-correction if required, as well as a Material

Review fee of \$50, so the MMTTC may arrange for a teacher to properly grade and assess the materials submitted. Extenuating circumstances that prevent the student from completing the program or the required materials must be brought to the attention of the Co-Director and addressed.

### **MACTE REQUIREMENTS FOR COURSE COMPLETION**

The MACTE Guide to Accreditation, section B.4. Financial Policies and Description of Fees states; “The Adult Learner must complete the practicum phase within three years of completing the academic phase. If not, an additional Adult Learner fee will be due upon re-enrollment.”

This means that the MMTTC student has three years after the completion of the two year academic course to conclude their internship and successfully complete all materials and assignments. If a student does not satisfy this requirement, a Montessori Certificate of Completion with a MACTE seal cannot be awarded. That student would have to re-enroll in the MMTTC program and would be subject to additional MACTE fees and course participation and requirements.

### **CALIFORNIA LICENSURE REQUIREMENTS**

A MMTTC Primary Montessori Certificate qualifies an individual to work in a Montessori classroom in the 3-6 years old age group. However, the California Department of Social Services says that if you are providing care and supervision to children from more than one family who are not related to you, you must also be licensed. In order to obtain this license, the California Community Care Licensing Division requires that an individual have 12 units of Early Childhood Education, which includes units in child development; child, family and community; and curriculum. An MMTTC graduate will have completed these 12 units, which will be reflected in his/her MMTTC transcript, or via the CSUEB Extension units should the student enroll in this option. *It is the student's responsibility to determine if their prospective employer will recognize the MMTTC units or the CSEUB units or both.* The individual must also attend a mandatory orientation and pay appropriate fees with the Community Care Licensing Division. For more information, please visit [www.cclcd.ca.gov/pg411.htm](http://www.cclcd.ca.gov/pg411.htm).

While not required, it is strongly encouraged that MMTTC graduates pursue their Child Development Permit from the State of California Commission on Teacher Credentialing. California offers six different levels of Child Development Permits. Each permit level comes with its own set of issuance requirements and each authorizes the holder to perform different levels of service in child development programs. Individuals applying for a Child Development Permit must submit a completed application packet consisting of transcripts, an application form, application processing fees, and fingerprinting. For more information, please contact the MMTTC Course Administrator and/or visit [www.cta.ca.gov/credentials/creds/child-dev-permits.html](http://www.cta.ca.gov/credentials/creds/child-dev-permits.html).

### **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.

### **NON-DISCRIMINATION POLICY**

MMTTC 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.

### **SCHOOL AND STUDENT RECORDS**

For each student who is granted a Primary Montessori Certificate from this program, the MMTTC will maintain permanent records of the certificate granted and the date on which that certificate was granted, the courses and units on which the certificate was based, and the grades earned by the student in each of those courses. These permanent records are maintained indefinitely. MMTTC will also maintain a file for each student who enrolls whether or not the student completes the training program. Each and every one of these student records will be maintained for a period of 5 years, at minimum. All other records are also maintained for a 5 year period, at minimum.

### **ACCESS TO RECORDS**

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

### **CONFIDENTIALITY & PRIVACY PRACTICES**

The MMTTC 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. The MMTTC never gives out student information, and never sells or shares our mailing lists.

### **RIGHT TO WITHHOLD TRANSCRIPTS AND GRADES FOR NONPAYMENT OF TUITION**

The MMTTC 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.

### **NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION**

The transferability of credits you earn at the Maria Montessori Teacher Training Center is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the certificate you earn in this Primary Montessori program is also at the complete discretion of the institution to which you may seek to transfer. If the credits 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 MMTTC to determine if your credits or degree or certificate will transfer.

Please note: The MMTTC has a long standing relationship with the California State University, East Bay (CSUEB) Extended and Continuing Education Program to earn college credit units for the MMTTC Primary Montessori coursework. *Enrollment in the CSEUB Extension is optional*

*and students must register and pay for these units separately from their MMTTC tuition and fees.* Each class is 3.0 units for a total of 24 CSUEB Extension credit units for the entire MMTTC program. Students may register for all courses taken, or only ones of their choosing. As stated above, it is the student's responsibility to understand the transferrability of the CSUEB Extension units they may receive. Transferrability of credits is at the complete discretion of an institution to which you may seek to transfer. Prior to pursuing this enrollment, you should make certain that receiving these units will meet your educational goals. CSUEB units cost \$89/per unit, which totals \$2,136 for all units available through the MMTTC program. This may be changed by CSUEB with no notice. This fee is collected from each interested student by the MMTTC Course Administrator and sent to CSUEB in their quarterly registration period. For more information, contact the MMTTC Course Administrator and/or visit [www.ce.csueastbay.edu](http://www.ce.csueastbay.edu).

### **ENGLISH AS A SECOND LANGUAGE (ESL)**

The MMTTC does not offer English-as-a-Second Language instruction, nor does it offer courses in any language other than English. Students 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.

### **HOUSING INFORMATION**

The MMTTC does not have its own dormitory facilities at either the San Jose or Santa Rosa location. The MMTTC holds no responsibility to find housing for a student or assist a student in securing housing. Finding a place of residence in order to attend this Primary Training Program is the full responsibility of the student. Both MMTTC facilities are located adjacent to residential neighborhoods. As of January 2017, the average apartment rent within 10 miles of San Jose, CA is \$2,954. The average apartment rent within 10 miles of Santa Rosa, CA is \$2,061.

### **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 MMTTC 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.

### **ADDITIONAL COPIES OF CERTIFICATES AND TRANSCRIPTS**

The student is given a Certificate of Completion and official transcript when training is successfully completed. Additional copies of Certificates are available for \$10 each. Additional copies of transcripts are available for \$5. If the student was enrolled prior to 2003, the student will be required to pay for a records search, below, unless the student can provide an old transcript or Certificate (copy, PDF, JPG or fax OK) for verification of completion.

### **RECORDS SEARCH**

Former students of the MMTTC may request a records search for \$20. The records search is required to determine whether or not the student completed the program. In the case of a student who didn't complete the program, this fee covers the cost of research and assessment to determine what courses and materials need to be submitted in order to complete the training and receive Certification. In some instances, a record search may reveal that a student is ineligible to

complete the training due to poor attendance or due to lack of required grades or materials. If the records search reveals that the student did successfully complete the program, a transcript and Certification will be issued for no additional fee.

If the former student can provide proof of completion of the program by way of an old transcript or old Certificate, the records search fee is not required.

### **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 (outside of regularly schedule classes) 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 (see “LATE MATERIALS POLICY”).

### **CSUEB GRADES - TIME EXTENSIONS**

Occasionally a student is unable to turn in the required class materials before the end of a course. In this case, the MMTTC submits an Incomplete (“INC”) grade to CSUEB. **CSUEB requires the student to clear the “INC” within one year.** If the “INC” is not cleared within that time period, the “INC” automatically converts to an “F”, and is ***unable to be changed by the MMTTC***. If a student knows they will be unable to complete within the year, they may request a two-term extension, which will allow them another 6 months to complete the work. Only one two-term extension will be granted per course.

### **LEAVE OF ABSENCE**

Students requiring a leave of absence (LOA) must consult with a Co-Director. Students 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 the MMTTC 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 (at no additional charge), 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.

### **PLACEMENT ASSISTANCE**

Although some placement assistance to graduates is offered, there is no guarantee made to the student. Some schools contact MMTTC when they are in need of teachers or assistants. When that occurs, MMTTC posts such notices on their web site. NAMTA also issues notices of job openings, and these notices are available on NAMTA’s web site at [www.namta.org](http://www.namta.org). Graduates make their own arrangements for employment. MMTTC cannot guarantee employment, salary or occupational advancement.

### **DISMISSAL**

The Co-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 above).

### **PUBLICATIONS**

The MMTTC has several materials available for purchase:

One World Montessori School Song Book	\$20
One World Montessori School Peace Curriculum	\$25 (\$10 for MMTTC students)
One World Montessori School United Nations Day Curriculum	\$25 (\$10 for MMTTC students)

We also have discounted access to most of the required texts through Neinhuis Montessori (our Montessori materials provider). Please contact the course administration for more information and to order books.

### **STUDENT RIGHTS – PROGRAM RESPONSIBILITIES**

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

1. Emphasize quality.
2. Report tuition costs completely and accurately.
3. Award credit to all qualified students.
4. Disclose accurate information about the acceptability of credit for this course by other institutions.
5. Ensure fair, reasonable, meaningful and timely academic evaluations and grades, based on the quality of student performance.
6. Maintain transcripts and records of graduates properly and guarantee confidentiality and student access to their own records.
7. Inform students regularly of their academic progress and award certificates after all stated requirements are fulfilled.
8. Provide adequate facilities and services to support academic goals.
9. 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.
10. Describe course requirements in clear, specific, and accurate terms, in written form, to insure that educational requirements are meaningful.
11. Notify students of unusual features of the course that cannot be readily anticipated.
12. Forgo unconditional changes in the requirements for students who have already enrolled in the course.
13. Offer course work that is comparable to its catalog description.
14. Embrace the principle of academic honesty.
15. 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 RESPONSIBILITIES**

MMTTC 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. Come prepared and complete assignments on time.
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 training programs and assure yourself that your enrollment in MMTTC is based on an informed decision. Read published information, interview students, former students and staff concerning their experience with MMTTC before making a final decision.

### **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.

Any individual with a grievance against this institution is encouraged to use an internal process for arbitration first, but this is not required. A student or any member of the public may contact the Bureau for Private Postsecondary Education with a complaint at any time. A complaint about this institution may be filed with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet Web site [www.bppe.ca.gov](http://www.bppe.ca.gov).

Should a student or individual bring a grievance through an internal process, the process 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. No solution can be arrived at which is in conflict with the Pan American Montessori Society requirements for training programs, internship sites, etc.

### **AREAS OF GRIEVANCE**

The MMTTC 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 MMTTC requirements during field experience.
3. Failure to meet financial obligations.

### **GREIVANCE PROCEDURES BEGINNING WITH AN INTERNAL PROCESS**

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. 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.
3. Individuals who feel the action taken by the Arbitration Committee is not appropriate may appeal to the PAMS Arbitration Committee. If a hearing is deemed in order, the PAMS 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 PAMS 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.

PAMS (The Pan American Montessori Society) and MACTE (The Montessori Accreditation Commission for Teacher Education) may be contacted at the following addresses:

**PAMS**

Dr. Feland Meadows, President  
 752 Red Coat Cove NW  
 Kennesaw, GA 30152  
 FMeadows@Kennesaw.edu

**MACTE Commission National Office**

Rebecca Pelton, Executive Director  
 420 Park Street  
 Charlottesville, VA 22902  
[Rebecca@MACTE.org](mailto:Rebecca@MACTE.org)

5. Again, any student or individual may also contact the Bureau for Private Postsecondary Education with a complaint about this institution at any time. A complaint about this institution may be filed with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet Web site [www.bppe.ca.gov](http://www.bppe.ca.gov).

**STATEMENT OF FAIR PRACTICES\***

In the area of advertising, MMTTC will:

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

In the area of finances, MMTTC 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, MMTTC 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. MWTPP)

### **STUDENT SERVICES**

At this time we offer limited academic and career advising, access to a small library of Montessori books and other publications, as well as limited access to office equipment (copier, laminator) for the purposes of producing class-required materials. The MMTTC occasionally offers materials workshops outside of class time. The purpose of the workshop is to offer the student a chance to produce the required materials under the supervision of an approved MMTTC teacher trainer. For more information about workshops, or to ask for one to be scheduled, please contact the Course Administrator.

### **HEALTH SERVICES REFERRALS**

For MMTTC – South Bay  
Santa Clara County Medical Association  
Referral Services  
700 Empey Way  
San Jose CA 95128-4705  
(408) 998-5700

For MMTTC – North Bay  
County of Sonoma Health Services  
3313 Chanate Rd.  
Santa Rosa, CA 95054  
(707) 565-7450

**MARIA MONTESSORI TEACHER TRAINING CENTER**  
2017-2018 Calendar for Primary - South Bay

September 2017						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

<p><b>TBD: Orientation</b></p> <p><b>9/6-1/17: MONT CHILD DEV &amp; OBSERVATION; MONT CHILD FAMILY &amp; COMMUNITY PART 1</b></p> <p>9/6: Intro to Psychology 9/21: OWM Int'l Peace Day Celebrated (optional)</p>	<p>2/19-2/20: No Class, President's Days Observed</p> <p><b>*INTERN MEETING THIS MONTH - TBD*</b></p>
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February 2018						
S	M	T	W	T	F	S
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October 2017						
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22	23	24	25	26	27	28
29	30	31				

<p>10/2: No Class, Gandhi's Birthday Observed</p> <p><b>10/4: ESSAY TEST</b></p> <p>10/20: OWM UN Day celebration, 10:00am-12pm (optional but encouraged)</p> <p><b>10/30: ESSAY TEST</b></p>	<p><b>3/7: ESSAY TEST</b></p> <p>3/16: Rebecca's Birthday ☺</p> <p><b>3/28: Last class. Essay Test. All Materials Due.</b></p>
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March 2018						
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25	26	27	28	29	30	31

November 2017						
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26	27	28	29	30		

<p>11/15: No Class, OWM parent/teacher conferences</p> <p>11/20-11/24: No Class, Thanksgiving</p> <p><b>*INTERN MEETING THIS MONTH - TBD*</b></p>	<p><b>4/2-6/6: CLASSROOM MGMT &amp; OBSERVATION; MONT CHILD FAMILY &amp; COMMUNITY PART 2</b></p> <p>4/2: Orientation; Intro to Classroom Management</p> <p>4/9-4/13: No classes, Spring Break</p>
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April 2018						
S	M	T	W	T	F	S
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29	30					

December 2017						
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24	25	26	27	28	29	30
31						

<p><b>12/11: ESSAY TEST</b></p> <p>12/13: Class scheduled as needed and/or optional work day</p> <p>12/18-12/29: No Class, Winter Break</p>	<p>5/9: No Class, OWM parent/teacher conferences</p> <p>5/28: No Class, Memorial Day</p> <p><b>*INTERN MEETING THIS MONTH - TBD*</b></p>
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May 2018						
S	M	T	W	T	F	S
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27	28	29	30	31		

January 2018						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

<p>1/1: No Class, New Year's Day</p> <p>1/15: No Class, MLK Jr. B-Day Observed</p> <p><b>1/17: Last Class. Essay Test. All Materials Due</b></p> <p><b>1/22-3/28: PHILOSOPHY</b></p> <p>1/22: Orientation, Intro to Philosophy</p>	<p><b>6/6: Last Class. Reflective Paper. All Materials Due</b></p>
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June 2018						
S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Classes are held Mondays and Wednesdays from 4PM to 7PM. If there is a holiday or conflict on a Monday or Wednesday, that class will be rescheduled, if needed, to the Tuesday of that week, from 4PM to 7PM. Class schedule is subject to change.



**Maria Montessori Teacher Training Center**  
c/o One World Montessori School  
1170 Foxworthy Avenue San Jose, CA 95118-1209  
Phone (408) 414-2218 Fax (408) 723-9443  
teachertraining@oneworldmontessori.org  
www.MMTTC.org

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Date: \_\_\_\_\_

Name: \_\_\_\_\_

I have received and read the 2017-2018 MMTTC Course Catalog and Student Handbook, and I agree to abide by the rules contained therein.

Signed:

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Please sign and return to the Course Administrator