

# Montessori Teacher Training Institute Oceanside – Hillside

## Teacher Education Diploma Course Catalog

Early Childhood 2 ½ - 6 years

19900 El Toro Road  
Silverado Canyon, California 92679  
(805) 709-7877  
[www.montessoritt.org](http://www.montessoritt.org)

Effective September 1, 2023 through June 30, 2024

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# Montessori Teacher Training Institute

19900 El Toro Road  
Silverado Canyon, CA 92679  
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## INTRODUCTION

The **Montessori Teacher Training Institute** (M.T.T.I.), an affiliate of the International Association of Progressive Montessori (I.A.P.M.), offers a **Teacher Education Diploma Course** for **Early Childhood 2 ½ - 6** years of age. MTTI is a private institute that is approved by the Bureau for Private Postsecondary Education.

## MISSION STATEMENT

1. M.T.T.I. cooperates with the International Association of Progressive Montessori to promote and maintain the highest standards and interpretations of the Montessori method of education and to remain open to the most advanced research and innovations being made in the fields of philosophy, psychology, and educational theory to date.
2. M.T.T.I. advocates the wider vision of Dr. Montessori, that of recognizing the importance of the child as the builder of world peace which is essential to the further progress of mankind.
3. M.T.T.I. is committed to the concept of integral education. We believe that our teachers must be prepared to facilitate the physical, intellectual, emotional, psychic and spiritual development of the child.
1. M.T.T.I. believes that we must put the child first; our commitment is to the care and education of children through the preparation of well trained, responsible, sensitive and professional Montessori teachers.

The Montessori Teacher Training Institute was founded on the belief that the future of mankind is totally dependent upon the quality of care and education that we give our children today. Our commitment to the concept of integral education requires that teachers be prepared so they understand the deeper philosophical significance of the Montessori method of education. We believe that our teachers must be able to facilitate the physical, intellectual, psychic, and spiritual development of children; understand the domains of personality and the development of character.

## INSTITUTE

The institute embodies the principals, practices, and ideals central to the Montessori method: respect for the individual, development of the human potential, support of the community, nurturing of the spirit, and pursuit of academic excellence. Our teaching is deeply rooted in the traditions and practices of Dr. Maria Montessori and is enriched by current research in child development and psychology. At M.T.T.I we aim to enable and empower adults to assist children in their optimal development; and to be a model and a resource for families, childcare centers, schools, and communities.

## FACULTY

The faculty represents a rich diversity of experience, knowledge, work styles, and talents. We are committed to personal and professional growth and have made this an essential component of our development program. Ongoing review of latest research, literature, attendance at conferences, personal study, and sharing all enrich and give us an appreciation of the value of each individual's contribution and are important to the building of a strong faculty. All faculty members are fully trained in the Montessori program and have completed the

MTTI program. The curriculum is created by the Director of Training and each faculty member is able to instruct students in all components of the program

## **PROGRAM**

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## **PURPOSE**

The purpose for our students is that they achieve satisfaction and excellence in their personal and professional work by being well prepared intellectually, spiritually and professionally to teach children 2 ½ to 6 years using the Montessori Method of Education. M.T.T.I. fosters this development in 3 ways

- 1.) Through an integrated curriculum and strong philosophy.
- 2.) Professionally through workshops, seminars, consultation, and feedback from our graduates and associates.
- 3.) Personally, through the process of working with children in the application of the Montessori method.

## **EDUCATIONAL OBJECTIVES**

The educational objectives of the course components are to ensure that our graduates have:

1. General knowledge of Human Development and Educational Theory.
2. General knowledge of Montessori philosophy, principles and psychology.
3. Knowledge of Montessori curriculum and materials, their purpose and aims.
4. The ability to perform as a competent Montessori Teacher.
5. The ability to evaluate performance outcomes in relation to:
  - Self
  - Children
  - Prepared Environment
6. The ability to communicate affectively to administration, parents and community.

As an affiliate of the International Association of Progressive Montessori the diploma issued by MTTI is accepted and recognized internationally.

The Institute accepts students for training from countries around the world.

MTTI does not provide Visa services to foreign students, nor vouch for a student's status.

This educational program is not designed to lead to positions in a profession, occupation, trade, or career field requiring licensure in the state of California.

## ADMINISTRATION AND FACULTY

- 1) Ann Balasuriya – Founder of M.T.T.I. Hillside site / Program Director / Instructor
- 2) Janaki Sarathchandra – Administrator Oceanside site / Instructor
- 3) Mumtaz Saleh – Coordinator of Training / Instructor
- 4) Julie Labus - Administrator / Instructor
- 5) Ramona Klymo - Instructor
- 6) Deepa Somasundaram - Instructor

**Ann Balasuriya-Founder of M.T.T.I., / Program Director / Instructor.** She holds A.M.I. and I.A.P.M. Montessori diplomas at the Preprimary and Elementary levels, she has 36 years’ experience teaching, administrating, establishing schools and teacher training centers, working with students, teachers, parents and community agencies. Ann was very active in the formation of M.A.C.T.E., The Montessori Accreditation Council for Teacher Education and served on the board of directors and the commission on accreditation for 12 years. Ann is the Executive Director of I.A.P.M. (International Association of Progressive Montessori) and works as an independent accreditation consultant.

**Janaki Sarathchandra - Instructor** is certified by I.A.P.M. as a Teacher Trainer. She holds an A.M.I. preprimary diploma since 1989 and trained with N.C.M.E. in Elementary Education. She now owns three Montessori schools and directs one for infants through elementary ages. She is a competent instructor who enjoys sharing her knowledge.

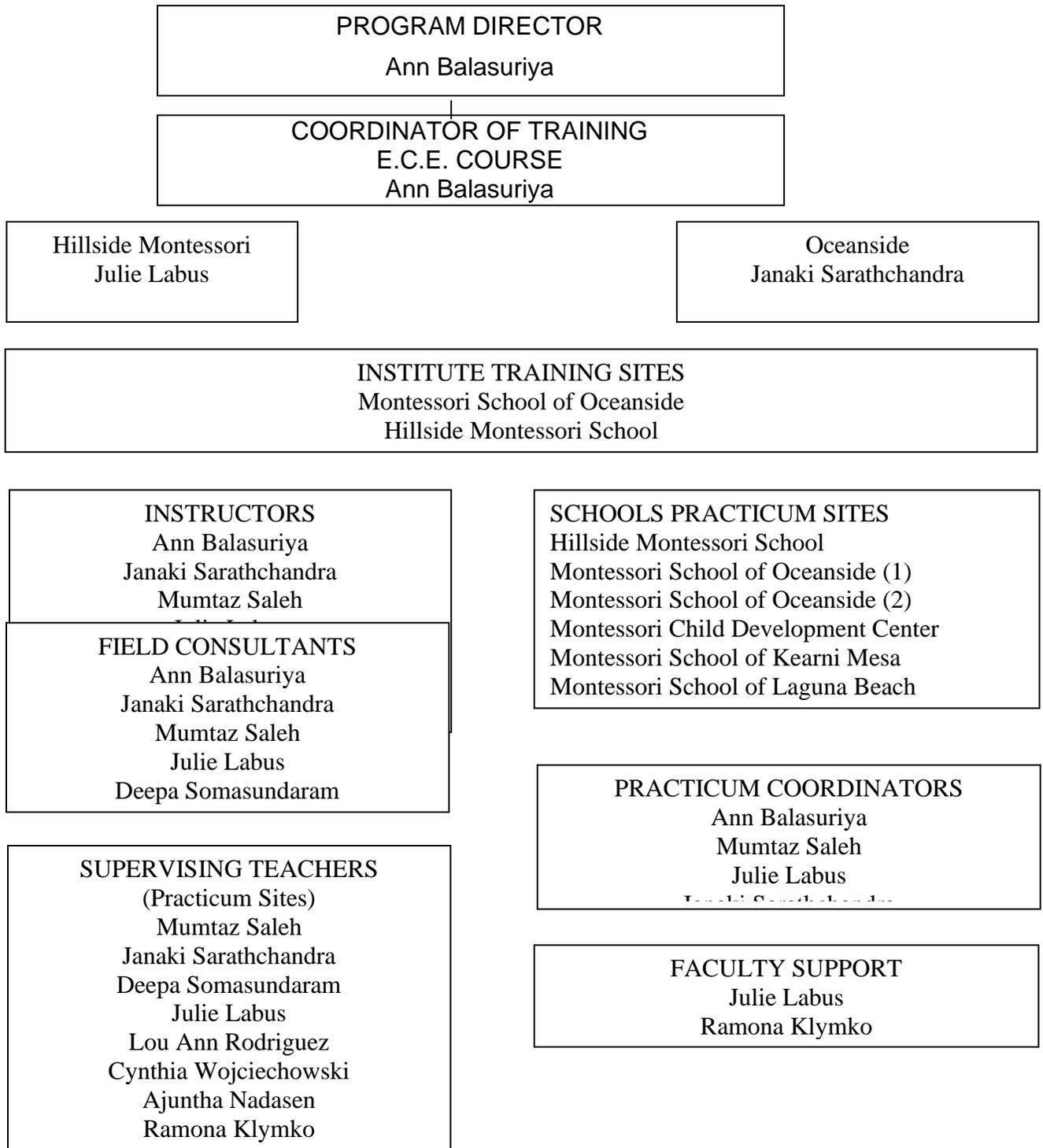
**Mumtaz Saleh - Instructor** is credentialed and well qualified since 1986. Mumtaz holds an AMI Diploma and trained with IAPM from 1993 – 1996 as a teacher trainer. She established the Discovery Montessori School in Orange County, California and has thirty years’ experience as a Montessori teacher educator, supervising teacher trainees, and instructing. She is currently the Director of Mineret Academy Anaheim.

**Julie Labus - Instructor** is credentialed by I.A.P.M. She co-owns Hillside Montessori School – Infants – Age 6 yrs. She is Director of Curriculum. She earned a preprimary Diploma from I.A.P.M. in 1991 and has 30 years’ experience teaching, administrating, establishing schools, working with children, teachers, parents and community agencies. She completed a three year Montessori Instructors program working with all aspects of the training course. She is very competent and enjoys sharing her knowledge as an instructor.

**Ramona Klymko – Instructor** has a master’s degree in Languages (German and English). Ramona mastered her Montessori Diploma in 2002 and successfully completed the Infant and Toddler Program at UCI Montessori. She also completed the program for Administration of Schools for Young Children – Personnel. Ramona’s strong belief in the Montessori Philosophy and education together with her already acquired pedagogical experience made it possible to start her own Montessori Program. She is the co-owner/Director of the Robin Hood Montessori School. Ramona has recently been selected by the International Association of Progressive Montessori to train and become a Montessori Instructor for IAPM., joining MTTI as an instructor in 2021.

**Deepa Somasundaram- Instructor** is a Teacher Trainer certified by I.A.P.M. She holds a Montessori Preprimary Diploma from A.M.I. She also trained with N.C.M.E. in Montessori Elementary Education and is a certified Elementary teacher by I.A.P.M. Deepa has been teaching since 1983 and is a Montessori Curriculum Coordinator and consultant. She currently owns and directs the Montessori School of Laguna Beach.

# ORGANIZATIONAL CHART



## APPROVAL DISCLOSURE STATEMENT

The Montessori Teacher Training Institute, Inc. 19900 El Toro Road, Silverado Canyon, CA, 92679, has received approval for its Montessori Teacher Education Courses under the provisions of Section 94915(f), California Educational Code from the Bureau for Private Postsecondary Education effective July 30, 2001 approval #18148.

This institution is a private institution approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means the institute 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.

The M.T.T.I. is affiliated to the International Association of Progressive Montessori (I.A.P.M.). The institution and programs are not accredited by any accrediting agency recognized by the United States Department of Education.

M.T.T.I. is committed to offering Authentic Montessori programs.

M.T.T.I. does not offer a degree program

M.T.T.I. offers a diploma course in **Early Childhood Education - 2 ½ - 6 years.**

Instruction is **in residence** with class size limited to 25 students per class. A diploma is awarded for satisfactory completion of the total course, both the Academic Phase and the Practical Phase. Methods of paying tuition are flexible. This school does not have available sponsored programs, government or otherwise, to provide grants or to pay for portions of tuition fees.

## ADMISSION TO THE COURSE

Each prospective student will receive a catalog prior to enrollment and is required to attend an orientation during which all student's questions will be answered and the course published calendar and school performance fact sheet will be handed out. During the orientation, an outline of the course content is discussed and the requirements for both academic phase and the practicum phase is covered. Time is allowed to have all the student's questions answered **before signing an enrollment agreement**. So as a prospective student you are encouraged to review this catalog prior to signing an enrollment agreement. Annual updates will be made by the use of supplements or inserts accompanying the catalog. If changes in educational programs, educational services, procedures or policies required to be included in the catalog by statute or regulation are implemented after the issuance of the annually updated catalog, those changes shall be reflected at the time they are made in supplements or inserts.

As a prospective student, you are not only encouraged to review this catalog prior to signing an enrollment agreement, but you are also encouraged to review the School Performance Fact Sheet, which will be provided to you prior to signing an enrollment agreement.

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 1747 N. Market Blvd. Ste 225, Sacramento, CA 95834 [www.bppe.ca.gov](http://www.bppe.ca.gov). Telephone: Toll Free: (888) 370-7589 or (916) 574-8900 or fax (916) 263-1897, Mailing address – P.O. Box 980818, W. Sacramento, CA 95798-0818.

Persons seeking to resolve problems or complaints should first contact the instructor in charge. Requests for further action may be made to the Program Director. Unresolved complaints may be directed to the I.A.P.M. Problem Solving Committee, I.A.P.M., 1092 Baden Avenue, Grover Beach, CA 93433.

The institute is not operating as a debtor in possession, has not filed a petition or have a pending petition within the last proceeding five years, or has had a petition in bankruptcy filed against this institute within the proceeding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

All information in the content of this school catalog is current and correct and is so certified as true by the Director. Refer to your enrollment agreement.

## **NON-DISCRIMINATORY POLICY**

The course is nonsectarian and admits all students and staff regardless of race, color, sex, or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students in a school. We do not discriminate on the basis of race, color, sex, nationality, age, or ethnic origin in the administration of our educational policies, admissions policies, or scholarship and loan programs.

## **LOCATIONS AND HOURS**

M.T.T.I. has 3 training locations available for classes for the Early Childhood course 2 ½ -6 years. All instruction is completed on location in a classroom.

These classrooms are fully equipped with a full complement of Montessori equipment and materials, as these sites are also affiliated to International Association of Progressive Montessori. A complete set of Montessori equipment and materials will be available to the students for practice at scheduled times.

**The Hillside Montessori School**, 19900 El Toro Road, Silverado Canyon, CA 92679, is a 1750 square foot facility.

- There are two preschool classrooms available for observation; two classrooms for instruction with a 25-student capacity per class, and one material-making area. The office and restrooms are conveniently located. There is adequate parking available at the site.
- Please see ADDENDUM A for Program Inventory List, page 66.

**The Montessori School of Oceanside**, 3525 Cannon Road, Oceanside, CA 92056, is a 4000 square foot facility.

- There are three preschool classrooms available for observation, two classrooms for instruction, with a 25-student capacity per class. Office, staff room and restrooms are on site and are conveniently located. There is ample parking available.
- Please see ADDENDUM B for Program Inventory List, page 80.

The Montessori Teacher Training Institute is able to accommodate 50 students at any given time at all of the training locations.

This institution, the facilities it occupies, and the equipment it utilizes fully comply with any and all federal, state, and local ordinances and regulations including those requirements pertaining to fire, building, and health safety.

## SCHOOL CALENDAR

The Institute observes the same holidays as the nearby colleges and universities. Other scheduling information will be posted on the web site by the Director of Training as necessary, [www.montessoritt.org](http://www.montessoritt.org).

Office hours are 9:00 a.m. to 3:00 p.m., Monday through Friday. The office is closed on weekends and holidays.

**Academic Year Course** – Classes are scheduled with specific dates and hours. At each location listed, a current course calendar will be available for students prior to enrollment. Occasional seminars may be scheduled during a course.

The Academic Year Course starts in October and ends in June. The Practicum Phase may be completed simultaneously.

**Summer Course** – The Summer Course requires two summers to complete the academic phase. The Practicum Phase can be completed between September and June of the same period.

### Weekend Seminars

In addition, occasional Saturday seminars may be scheduled during the course of study. The student will be notified in advance of forthcoming seminars.

## ATTENDANCE AND ABSENCES

**Academic Phase-** The general requirement for the number of hours in the academic phase is **336 hours**.

The teacher training program is intense and therefore, students are required to attend all scheduled classes. Punctuality is important. Any student arriving 15 minutes late will be considered tardy. Habitual tardiness (three (3) unexcused tardies per component course) will be grounds for dismissal. Attendance is recorded at every session.

No part of this course is offered or delivered by distance education,

Absences for reasons other than illness or bereavement will not be excused. The daily demonstration of the Montessori equipment is unique and requires the presence of the student teacher to assimilate the information.

In the event of an excused absence (**a total of 12 (twelve) clock hours** is the maximum allowed), a student will be expected to secure all class notes from the other students, and will be held responsible for assigned papers when due, regardless of absences. In addition, the student must make arrangements with the instructor to see the presentations during practice sessions if presentations have been missed.

If a student must take a leave of absence for more than the twelve (12) allowed hours, the student will not be allowed to complete the particular component(s) or sit for the incomplete component(s) final exam. However, the student will be entitled to attend the missed lecture / demonstration hours in the next course cycle and take the missed final exam(s) when that course has completed. Thereby meeting the attendance requirements necessary to receive their diploma.

**Practicum Phase-** No part of the student teaching practicum may precede the student's entry into academic coursework, student teaching must be preceded by sufficient and appropriate coursework to prepare the student for a successful experience. The general requirement for the practicum phase is **540 hours**. Practice teaching is a mandatory component of the course. Students are required to practice teach under supervision, for one academic year (nine months). Attendance is recorded on a daily basis. The student is responsible to maintain this record and provide it before graduation.

### Practice / Lab

Ten hours practice with the materials for each component (Exercises of Practical Life, Sensorial, Math, Language) is required and must be recorded. In addition, twenty hours of observation time must be recorded and 15 Observation Reports completed, and submitted to the instructor.

## REQUIREMENTS FOR ADMISSION

Applicants for the Montessori Teacher Training Early Childhood 2 ½- 6 Diploma Course are required to have graduated High School and have a good general education. A B.A. degree is desired, but not required. Passing the entrance exam, two professional letters of recommendation concerning the applicant's readiness and ability to complete the course and one character reference are required. Health clearance and criminal record clearance must also be on file. (Students who have not graduated high school will not meet the ability to benefit requirement which is necessary to enter this course.)

In addition to all of the above, students from abroad must have **proficiency in both written and spoken English** as English is the language of instruction. We do not offer a course in which English is the second language, nor do we teach English as the second language. Foreign students are required to obtain a student visa from the immigration department of the U.S.A. Visa services are not offered by this institute nor will the institute vouch for student status.

Applications for enrollment are accepted at any time prior to the first day of class. Late enrollments may be accepted at the discretion of the Administrator. The following documents must be on file:

1. Completed Application form
2. Application fee
3. Signed receipt of Course Catalog
4. Two pictures of applicant (passport size)
5. All school transcripts
6. Two professional letters of recommendation
7. One-character reference
8. Health forms and T.B. test results
9. Criminal record clearance / finger prints
10. Signed Enrollment Agreement
11. Signed Performance Fact Sheet
12. Copy of current payment recording system
13. Pass result on the entrance exam. The entrance exam is a written paper/essay format in English designed to ascertain the student's ability to comprehend and respond appropriately. The entrance exam will be graded A, B, C, F. A, B, or C will be accepted as a passing grade.

A personal interview and a **passing mark on the entrance exam** are required prior to acceptance into the course. Any student who does not provide all of the required forms may be accepted on a 14 day probation period of 14 days awaiting full documentation. If there are any questions, it is strongly recommended that verification of status be discussed with the Administrator. Either a letter of full acceptance or a letter of provisional acceptance with deficiencies listed is issued to student candidates.

**Transfer of any credits** earned in any other early childhood program are not accepted and cannot be transferred or used to meet the graduation requirements. Montessori Teacher Training Institute **will not enter into a transfer agreement with any other college or university.**

Montessori Teacher Training Institute does not participate in any **federal or state financial aid programs.** Nor does it offer private financial aid.

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund.

### **Collection of Tuition Fees**

Full tuition and registration fees are due and payable at registration unless a prior arrangement is made with the institution and a payment plan is agreed to by both the student and the institution in which case the payment terms and the monthly amount due will be entered on the Enrollment Agreement and signed by both parties and a recording system will be established and maintained by the school until all payments are complete.

## FEES AND REFUND POLICY

### **Early Childhood Course 2 ½ - 6 years:**

Registration Fee (due upon application. Non-refundable)	\$ 250.00
Student Tuition Recovery Fund (Non-refundable) (\$0.00 per every \$1000 of institutional charges)	\$ 0.00
Textbooks	\$ 50.00
Albums (4) - Written Notes and Photos	\$ 200.00
Tuition	<u>\$7000.00</u>
<b>Total Course Fee</b>	<b>\$7500.00</b>

**Component 1** Stages of Growth and Development (50 hours) \$1000.00

**Component 2** Motor Development and Control of Movement  
Through The Exercises of Practical Life (50 hours) \$1000.00

**Component 3** Establish Sensorial Foundation for Reading,  
Math and Cognitive Development with Manipulatives (50 hours) \$1000.00

**Component 4** The Acquisition of Language and Literacy  
Skills Through a Structured Sequence of Activities (50 hours) \$1000.00

**Component 5** The Early Preparation of the Mathematic Mind (50 hours) \$1000.00

**Component 6** The Child, The Family and Community (50 hours) \$1000.00

**Component 7** The Cultural Subjects (36 hours) \$1000.00  
**Total (336 hours of instructions and presentation)** **\$7000.00**

Materials used to make language, biology and cultural teaching materials must be budgeted for as extras.  
(These materials remain the property of the student.)

### **Financial Aid**

This Institution does not provide any form of Financial Aid to students. Neither do we participate in either federal or state financial aid programs, therefore financial aid is not available to our students.

### **Cancellation of Enrollment**

You may cancel a contract for school, without any penalty or obligation and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later.

If you cancel, any payment you have made and any negotiable instrument signed by you shall be returned to you within 45 days following the school's receipt of your cancellation notice.

To cancel the contract for school, mail or deliver a signed and dated copy of this cancellation notice, or any other written notice, to MONTESSORI TEACHER TRAINING INSTITUTE at **1092 Baden Ave., Grover Beach, CA 93433**, Attention Director. A student may terminate enrollment by mailing such notice by **CERTIFIED MAIL**. The effective date of cancellation is the date postmarked or the date the email was received.

### **Full Tuition Refund Period**

A student may cancel a contract for school, without any penalty or obligation and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later, prior to receipt of materials, books, written album notes and photos.

### **Cancellation / Dropout After the Full Tuition Refund Period**

A pro-rata refund shall apply to students who have completed 60 percent or less of the educational program and shall be no less than the total amount owed by the student for the portion of the educational program provided subtracted from the amount paid by the student, calculated as follows: The amount owed equals the daily charge for the program (total institutional charge, divided by the number of days or hours in the program), multiplied by the number of days the students attended, or was scheduled to attend, prior to withdrawal (less the Textbook cost) if cancellation occurs after the full tuition refund period. For example, refunds of tuition fees are based upon the following formula:

<b><u>Percent of Attendance Time</u></b>	<b><u>Amount of Refund</u></b>
10% (34 hours)	90% of \$7000.00 = <b>\$6286.00</b>
25% (84 hours)	75% of \$7000.00 = <b>\$5236.00</b>
50% (168 hours)	50% of \$7000.00 = <b>\$3472.00</b>
60% (202 hours)	40% of \$7000.00 = <b>\$2758.00</b>
75% (252 hours)	25% of \$7000.00 = <b>\$1708.00</b>

You must exercise your right to cancel or withdraw from the program before completing 75% attendance. The date will vary based on the published calendar for that course.

### **REFUND POLICY STATEMENT**

This school has and maintains a policy for the refund of the unused portion of tuition/course fees in the event that the student fails to enter the course or withdraws at any time for any reason prior to the completion of the course. This policy provides that the amount charged to the students for tuition for a portion of the course does not exceed the approximate pro rata portion of the total charges for tuition that the length of the completed portion of the course is in ratio to the total length. All refunds will be returned within 45 days of the date on which the Cancellation Notice was received.

If a student obtains a loan to pay for educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student receives federal student financial aids funds, the student is entitled to a refund of the moneys not paid from federal financial aid funds.

## STATE OF CALIFORNIA STUDENT TUITION RECOVERY FUND

"The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

Effective **April 1, 2024**, the Student Tuition Recovery Fund (STRF) assessment rate is zero dollar (\$0.00) per one thousand dollars (\$1,000) of institutional charges.

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

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It is important that you keep copies of the enrollment agreement, financial aid documents, receipts or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to:

Bureau for Private Postsecondary Education  
Physical address: 1747 N. Market Blvd., Suite 225 Sacramento, CA 95834  
Mailing Address: PO Box 980818, West Sacramento, CA 95798-0818  
Phone: (916) 574-8900, Toll Free: (888) 370-7589, Fax: (916) 263-1897

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program."

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as

required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6 You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

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

## CERTIFICATION

**Diploma**- A Montessori Teacher's Diploma at the Early Childhood 2 ½ - 6 level shall be awarded by the International Association of Progressive Montessori to students who successfully complete both phases and other course requirements of the Montessori Teacher Training Institute.

The Diploma will state the name of the Montessori Teacher Training Institute where the early childhood course was offered and further states that the student has completed one academic year of practicum applying principles and theory of the Montessori Method for children ages 2 ½ to 6 years.

**Certification**- For students who attend and complete the academic phase only, a transcript and a certificate of attendance shall be awarded by the **Montessori Teacher Training Institute**. This gives students two academic years following the completion date to fulfill the practicum phase and other requirements and gain an I.A.P.M. Diploma.

## PLACEMENT ASSISTANCE

Request from Montessori schools for Montessori teachers are kept on file at the Institute and are fully accessible to the student and graduates. No guarantee for placement is being made, however. Interview techniques will be discussed as part of the course. Letters of recommendation may be requested.

## RECOMMENDED READINGS AND TEXTS

There are three books written by Dr. Maria Montessori, and one book written by E.M. Standing, that are used throughout the course. It is recommended that, if possible, the student read these books prior to the beginning of the summer course. The cost of these books is included in your tuition.

### E.C. 2 ½ - 6 Level

#### Required Texts

Maria Montessori, Her Life and Work, by E.M. Standing  
The Absorbent Mind, by Dr. Maria Montessori  
Discovery of the Child, Dr. Maria Montessori  
The Secret of Childhood, Dr. Maria Montessori

The course provides to the student all the required notes to prepare the Curriculum Manuals in the following areas: Sensorial, Mathematics, Language Skills, Exercises of Practical Life and Cultural subjects.

There are many other books written by Dr. Maria Montessori and other authors that provide excellent reading and resource materials. The following are publications that are recommended reading:

#### Recommended Texts

Dr. Montessori's Own Handbook, Dr. Montessori  
The Montessori Approach, Paula Polk Lillard  
Children The Challenge, Rudolph Dreikurs  
The Hurried Child, David Elkind  
Parent Effectiveness Training, Thomas Gordon  
A Teachers Bag of Tricks, Greg Nelson  
Positive Discipline Jane Nelson  
Six Point Plan For Raising Happy Children John Rosemond

The above recommended texts may be purchased directly from the Institute or from your local bookstore.

## COURSE OF STUDY

The course of study includes two phases: An Academic Phase and a Practicum Phase. The general requirement for the number of hours in the **academic phase is 336 hours**. The requirement for the **practicum phase is 540 hours**.

### ACADEMIC PHASE COURSE DESCRIPTION

Upon completion of the course the student's knowledge will be tested and evaluated by writing term papers, written quizzes and passing a written exam. This will be carried out and evaluated by the instructor for each component.

#### COURSE COMPONENTS: **EARLY CHILDHOOD 2 ½ - 6 Level**

The general requirement for the number of hours in the academic phase is 336 hours. I.A.P.M. courses have the freedom to set the number of hours designated to each subject area providing the minimum requirements outlined in the seven components following this are covered.

#### **Class #1 Title: STAGES OF GROWTH AND DEVELOPMENT**

**“Gestation Infancy, Early Childhood and Childhood” - Instructor TBA**

**Class Number:** MTE 303X                      **Total Hours:** 50                      **Total Units:** 5

#### CLASS DESCRIPTION:

The physical, cognitive and psychological stages of child development from birth to 6 years of age will be reviewed in the context of current theory and research. Dr. Montessori's early childhood ideology relating to stages of growth and development will be reviewed.

#### CLASS CONTENT:

Tendencies of Man – Dr. Montessori's Life and Work- Other Educators Past and Current  
Stages of Childhood Growth & Development  
Planes of Education- The Response To Child's Developmental Need  
Physical Embryonic Period – Psychic Embryonic Period  
Brain Development Research  
The Regions of The Mind  
Stages of Consciousness  
Relationship of The Child's Developmental Activities To The Development Of Consciousness  
The Facilities of Intelligence  
Development of Will / Normalization  
The 3 Levels of Obedience

CLASS SEQUENCE: A detailed presentation of the ontogeny of the child will be presented from conception through early childhood and childhood to age six. The morphological and functional aspects of both the physiological and psychological ontogenesis of the child will be reviewed. The effects of nutrition and stimulation upon the rate of physical development, brain and central nervous system growth and cognitive development will be presented. The characteristics of physical and psychological growth and motor and effects of personal and social interaction upon differential cognitive abilities and the characteristics of cognitive learning in infancy and early childhood and childhood will be studied.

#### OBJECTIVES:

- #1. General knowledge of Human Development and educational theory.
- #2. General knowledge of Montessori philosophy, principles and psychology.

#### COMPETENCIES ACHIEVED:

1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9

#### INSTRUCTIONAL MEDIA:

Lectures	X
Discussions	X
Classroom observation	X

#### EVALUATION:

Quizzes	X
Written Exam	X
Term Papers	X

**Class #2 Title: MOTOR DEVELOPMENT AND CONTROL OF MOVEMENT THROUGH THE EXERCISES OF PRACTICAL LIFE – Instructor TBA**

**Class Number:** MTE 306X

**Total Hours:** 50

**Total Units:** 5

**CLASS DESCRIPTION:**

Students will learn to give presentations with manipulative practical life materials that are geared specifically for children between the ages of 2 ½ - 6 years, which are designated to enhance the child's efforts to achieve control over himself and his environment. These materials provide **purposeful** activities, which assist the child in the development of motor skills and the refined control of movement. The materials are self-correcting and meet the needs of each period of growth and development. They include exercises and materials for Care of the Person, Care of the Environment, Social Relationships or for Grace and Courtesy, and Perfect Control and Refinement of Movement.

Students will learn to present children with **motives of activity** in which **action** and **interest** combine to provide the means for children to develop motor skills, gain independence, enhance their self-confidence, develop concentration and achieve the cognitive growth that is the very foundation stone of intelligence. Work with these materials will also promote the development of the fine motor skills required for the successful mastery of writing. Students **will observe an on-site laboratory classroom where children are working with the materials.**

A theoretical framework for understanding the importance of movement in education will be presented. How a child develops through movement and how active, interested participation in purposeful, complete cycles of activity provides the most effective means for achieving physiological, psychological and intellectual growth will be discussed. Teaching strategies for the presentation of all the manipulative materials will be modeled. Students have hands-on experience with the life materials and **will receive lesson plans for every presentation.**

**CLASS SEQUENCE:**

The scientific foundation for the effective development of motor skills and the refined control of movement through activities which lead to natural, spontaneous, synthetic, purposeful, child initiated, intelligence directed movement will be discussed. How these activities lead to the development of exactitude and precision and how purposeful movement leads to the emergence of concentration will be explained.

**OBJECTIVES:**

#3. General knowledge of Montessori E.P.L. curriculum and materials, their purpose and aims.

#4. The ability to perform as a competent Montessori teacher.

**COMPETENCIES ACHIEVED:**

3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8

**INSTRUCTIONAL MEDIA:**

Lectures and discussions	X
Modeling of teaching strategies	X
Presentation of manipulatives	X
Classroom observation	X

**EVALUATION:**

Introduction	X
Album / Manual	X
Quiz	X
Practical Exam	X
Written Exam	X
Practice with manipulatives	X

**Class #3 Title: ESTABLISH SENSORIAL FOUNDATION FOR READING, MATH AND COGNITIVE DEVELOPMENT WITH MANIPULATIVES – Instructor TBA**

**Class Number:** MTE 302X

**Total Hours:** 50

**Total Units:** 5

**CLASS DESCRIPTION:**

Students will learn to give presentations with manipulative Sensorial materials that are geared specifically for children ages 2 ½ - 6 years. These materials address each child's need to refine skills related to each of the five senses. The materials are self-correcting and are structured so as to meet the need of each period of growth and development.

Work with these materials promotes the sensorial development required for the successful mastery of writing, reading and mathematics skills. The materials also provide an opportunity to present classified nomenclature which enriches the child's vocabulary with terms and concepts related to the content areas of language arts, math, geometry,

geography and biology. Students will **observe an on-site laboratory classroom where children are working with the materials.**

A theoretical framework for understanding the physiological and psychological stages of development of the child will be discussed. The sensitive periods of development, **the most powerful time for learning**, will be explained and the use of materials that enhance development during those critical periods of growth will be demonstrated. Teaching strategies for the presentation of all the manipulative material will be modeled. Students will have hands-on experience with all the materials and **will receive lesson plans for every presentation.**

CLASS SEQUENCE:

The scientific foundations for effective teaching, which deal with the relationships between child development and the learning process, will be discussed. The ways in which these concepts can serve as the integrating principle for the effective teaching of children from 2 ½ - 6 years of age will be explained. Students will be taught to prepare the learning environment and to present materials which have been designed to help children refine their five senses and to develop their sensorial and perceptual skills.

**OBJECTIVES**

- #3. General knowledge of Montessori Sensorial curriculum and materials, their purposes and aims.
- #4. The ability to perform as a competent Montessori teacher.

**COMPETENCIES ACHIEVED:**

3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8

**INSTRUCTIONAL MEDIA:**

Lectures and discussions	X
Modeling of teaching strategies	X
Practice with manipulatives	X
Classroom observation	X

**EVALUATION:**

Introduction	X
Album / Manual	X
Quiz	X
Practical Exam	X
Written Exam	X

**Class #4 Title: THE ACQUISITION OF LANGUAGE AND LITERACY SKILLS THROUGH A STRUCTURED SEQUENCE OF ACTIVITIES**

**“Teach Literacy Skills In Any Languages With Manipulatives” - Instructor TBA**

**Class Number:** MTE 301X

**Total Hours:** 50

**Total Units:** 5

CLASS DESCRIPTION:

Students will learn to give presentations with manipulative English language materials that are geared specifically for children between the ages of 2 ½ - 6 years. Materials will be demonstrated to show that this approach to the teaching of language and literacy skills can be used with any language. This content-based language arts program **is integrated with the content area** of Geography, Biology, Social Studies, Geometry and Mathematics. This structured sequence of activities makes it possible for children to achieve maximum development of language and literacy skills at the same time that they are building vocabulary, developing classified nomenclature and learning concepts related to the content areas of the course. Students will have opportunities to **observe an on-site laboratory classroom where children are working with the materials.**

A theoretical framework for the acquisition of language and literacy skills in the primary language will be discussed. The successful teaching of language and literacy skills with a content-based language arts program will be demonstrated. Teaching strategies for the presentation of all the manipulative materials will be modeled. Students will have hands-on experience with all the materials **and will receive lesson plans for every presentation.**

CLASS SEQUENCE:

The scientific foundations for the effective teaching of first and second language and literacy skills will be discussed. Students will learn to teach the following concepts and skills with manipulative material: classified vocabulary building, the effective use of key words for initial/final/intermediate letter sound recognition, multi-sensory sound/symbol identification, whole word/sight word recognition, phonetic analysis as writing, the development of eye/hand coordination for writing, cursive and manuscript writing, phonetic synthesis as reading, cursive and print

reading, alphabetic order, correct spelling, orthographic difficulties, gender, number, definite and indefinite articles, the tenses and the parts of speech.

### OBJECTIVES

- #3. General knowledge of Montessori Language curriculum and materials, their purposes and aims.
- #4. The ability to perform as a competent Montessori teacher.

### COMPETENCIES ACHIEVED:

3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8

INSTRUCTIONAL MEDIA:		EVALUATION:	
Lectures and discussions	X	Introduction	X
Modeling of teaching strategies	X	Album / Manual	X
Presentation of manipulatives	X	Quiz	X
Classroom observation	X	Practical Exam	X
		Written Exam	X

### **Class #5 Title: THE EARLY PREPARATION OF THE MATHEMATIC MIND** **“Make Sense Out Of Math With Manipulatives” – Instructor TBA**

**Class Number:** MTE 304X                      **Total Hours:** 50                      **Total Units:** 5

### CLASS DESCRIPTION:

This course is designed to teach math concepts using concrete materials, structured and introduced to establish one mathematical concept at a time.

Students will learn to teach math more effectively by using manipulatives because concrete materials provide a way for students to connect their understanding and experience with real objects to mathematical concepts. They will learn to give presentations with math materials that are geared specifically for children between the ages of 2 ½ -6 years. They will have opportunities **to observe an on-site laboratory classroom where children are working with the materials.**

A theoretical framework for the early preparation of the mathematical mind and the successful teaching of mathematical concepts and operations to children ages 2 ½ - 6 years will be explained. Teaching strategies for the presentation of all the manipulative math materials will be modeled. Students **will have hands-on experience with all material and will receive lesson plans for every presentation.**

### CLASS SEQUENCE:

The scientific foundations for the effective teaching of mathematical concepts will be discussed. Students will learn to teach the following concepts with manipulative materials:

The quantity, the name, the symbol, the writing, the sequence of names, the successive and infinite addition of one, the place of each number in the sequence even when it is taken at random, cardinal and ordinal numbers, set theory, the empty set (zero), odds and evens, the decimal system, place value, the four basic operations, regrouping/carrying, skip counting, the square of the number, the tens and teens, operation facts and tables, the commutative and associative properties of numbers, the identity properties of zero and one, operations with polynomials, fractions, decimal values, measurement, problem solving, algebraic expression, and operations with positive and negative numbers.

### OBJECTIVES

- #3. General knowledge of Montessori Sensorial curriculum and materials, their purposes and aims.
- #4. The ability to perform as a competent Montessori teacher.

### COMPETENCIES ACHIEVED:

3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8

INSTRUCTIONAL MEDIA:		EVALUATION:	
Lectures and discussions	X	Introduction	X
Modeling of teaching strategies	X	Album / Manual	X
Presentation of manipulatives	X	Quiz	X

Classroom observation	X	Practical Exam	X
		Written Exam	X

**Class #6-Title: THE CHILD, THE FAMILY AND COMMUNITY - Instructor TBA**

**Class Number: MTE 305X                      Total Hours: 50                      Total Units: 5**

**CLASS DESCRIPTION:**

The influence of family, educational environment, teacher and community, including infant care and early childhood education, upon the intellectual and psychological development of the child between the ages of 2 ½ - 6 years will be reviewed in the context of the Montessori approach, current theory and research.

**CLASS CONTENT:**

- Observation
- The Child In The Family
- The Nature Of The Child
- The Sensitive Periods / Windows of Opportunity
- The Absorbent Mind
- The Spiritual Preparation Of The Teacher
- The Prepared Environment Values – Attitudes – Needs
- Movement In Education
- The 3 Processes of Learning
- The Modalities Of Learning And How The Prepared Environment Facilitates Them
- Classroom Management / Record Keeping
- Parent Education
- Administration

**CLASS SEQUENCE:**

The theory and evidence of imprinting in human infants, the effects of family eating habits and nutrition upon the child’s health and mental development, the patterns of attachment and independent behavior and the effects of childrearing practices on the development of differential cognitive abilities will be discussed.

The influences of language, custom and culture upon development and the ways in which these can enhance or inhibit both emotional, intellectual, and moral growth and development will be considered.

The positive interaction of the home with the prepared environment of the early childhood education classroom will be discussed and guidelines for more effective parent education will be presented. Classroom management strategies and record keeping models will be discussed. Concise clear communication with administration will be covered.

**OBJECTIVES:**

- #1. General knowledge of Human Development and educational theory.
- #2. General knowledge of Montessori philosophy, principles and psychology.
- #4. The ability to perform as a competent Montessori teacher.
- #5. The ability to evaluate performance outcomes in relation to:  
Self – Children – Prepared Environment
- #6. The ability to communicate effectively to administration, parents and community.

**COMPETENCIES ACHIEVED:**

- 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9,  
,4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3,

<b>INSTRUCTIONAL MEDIA:</b>		<b>EVALUATION:</b>	
Lectures	X	Quizzes	X
Discussions	X	Written Exam	X
Classroom observation	X	Term Papers	X

**Class #7-Title: THE CULTURAL SUBJECTS, - Instructor TBA**

**Class Number:** MTE 307X

**Total Hours:** 36

**Total Units:** 5

**RECOMMENDED PREREQUISITES:**

This course is open to students enrolled in Early Childhood and Elementary Credential programs. This course fulfills the requirements for knowledge of science cultural subjects and human values program which are required to obtain a Children's Center Instructional Permit.

**CLASS DESCRIPTION:**

Students will learn to classify and organize the curriculum of beginning science, botany, zoology, geology, and geography. Learn how to develop a human values program for the classroom. How to prepare the essential materials and how to present them. The students will learn the value of using the cultural subjects to inspire the children and expand their knowledge of the diversity of people, places and customs. Expanding the child's language by providing a rich vocabular and literacy skills and expose them to diversity in people, places, customs grounded in an education in Human Values leading to tolerance, acceptance and mutual respect.

**CLASS CONTENT:**

Overview of the Cultural Curriculum.

Discussion of the Cultural themes. How to establish an annual curriculum to be presented monthly.

Introduction of beginning Science activities and how to present.

Introduction to Biology why and how to present to children 2 ½ and up.

The Botany curriculum.

The Zoology curriculum.

Introduction to the Solar System, study of the Earth, its layers and structure, preparation of basic geology lessons.

The Geography curriculum. Social Studies integrated into the study of each continent. People, places and cultural diversity.

Introduction to the philosophy of the education in Human values program. Presentation on how to prepare curriculum materials. Demonstration on how to present the program.

**CLASS SEQUENCE:**

Sequencing of each of the subjects is carefully presented with samples of the required materials. Classified precisely as Dr. Montessori established following the principle of isolation of difficulty to enable the child to grasp concepts with ease.

Upon completion of this class:

The student will have a comprehensive understanding of how to organize the curriculum for cultural subjects and how to prepare the environment for the children age 2 ½ to 6 years.

Students will know how to present the cultural materials and experience to children at the appropriate time in their development so as to make it possible for the children to consolidate maximum knowledge of the content presented.

Students will understand how children develop awareness of the environment around them in great detail.

Develop the language to express themselves clearly and eventually become critical thinkers.

Students will understand that by imbibing human values in their formative years, children will develop character, become tolerant and understanding of differences in human life leading to mutual respect. This as a result of their exposure to the values program.

The student will see the value of having a well-prepared environment with carefully prepared materials in each of the subjects that were presented in class by observation in the prepared classroom.

**OBJECTIVES**

#1. General knowledge of human development and the educational theory of Maria Montessori.

#2. General knowledge of Montessori philosophy principles of the psychology of the 2 ½ - 6-year-old child.

#3. Knowledge of curriculum materials, their purpose and aims and proper sequence.

## COMPETENCIES ACHIEVED:

1.2, 1.5, 1.6, 2.2, 2.3, 2.5, 3.1, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 41., 4.3, 4.4, 4.7, 4.8

### INSTRUCTIONAL MEDIA:

Introduction of each subject	X
Modeling of Teaching Strategies	X
Presentation of Manipulatives	X
Classroom and outdoor Observations	X

### EVALUATION:

Introductions	X
Album/Manual	X
Presentation of Sample materials	X

Required Reading – All Handouts by Ann Balasuriya

1. Cultural Curriculum
2. Education in Human Values Manual

## PRACTICUM PHASE

### STUDENT TEACHING EXPERIENCE

#### **Student Teaching / Practicum (minimum 540 hours)**

Practice teaching is a mandatory component of the course. Students are required to practice teach, under supervision, for one academic year (nine months, 540 hours). A daily log of hours is required and must be provided to the director and signed by the supervising teacher before graduation.

Practice teaching provides the student with a supervised teaching/learning experience, a period of observation, internalization and further study. It gives the student opportunity to practice with the materials, document observations, and have a hands-on experience under the direction of a head teacher.

There are no units applied to the Practicum Phase.

Students may or may not be in a classroom that is electronically monitored, depending on the policy of that school in which they are doing their internship.

#### **Practicum Site Requirements**

1. Site must be an I.A.P.M. affiliate unless an exception is granted.
2. Site must be M.T.T.I. approved.
3. Class shall contain children in the full age span of 2 ½ - 6 years.
4. The school shall be equipped with the full complement of age appropriate Montessori materials.
5. The school shall have a written non-discrimination policy for students and staff.
6. The school shall meet all local and state occupancy codes and regulations.
7. The school shall have an open observation policy.
8. The training site will provide log sheets – students will sign in and out daily. The supervising teacher will verify hours.
9. The intern will take on responsibility as and when instructed to do so by the head teacher supervising.

#### **Practicum Visits**

The student is visited at the practicum site by an M.T.T.I. consultant three times during the year. These visits to be a minimum of three hours. These meetings shall include but are not limited to the following:

1. Discuss the psychological needs of the children the student is teaching.
2. Review the record keeping procedure the student is utilizing.
3. Aid in the implementation of the Montessori materials.
4. Discuss the student's relationship with the children.
5. Encourage and discuss the student's relationship with other adults in the teaching experience.
6. Discuss classroom management techniques.
7. Observe and discuss the student's relationship to the environment.

A record of these consultations is made by the student and the consultant. The consultant's evaluation record is available for the student's review. (See Appendix A, B, and C.)

**Practicum Director**

The school Director shall sign and **return a practicum site agreement form** to the MTTI Administrator.

**Practicum Supervising Teacher**

The supervising teacher shall agree to take responsibility for the role of supervisor. The teacher shall have a Montessori Early Childhood Education Diploma certification and two years' experience in the classroom at the appropriate age level of 2 ½ to 6 years.

**Practicum Field Consultant**

Shall agree to all M.T.T.I. requirements and file visitation reports in a timely fashion by mailing them to MTTI, 1092 Baden Ave., Grover Beach, Ca., 93433.

Arrange follow-up meeting with the student if and when necessary.

**Student**

Shall sign a waiver of confidentiality.

Shall be responsible to log attendance on a daily basis, respect the responsibilities and requirements of their position as interns.

Shall tally hours and turn in to the MTTI administrator when 540 hours have been completed, verified by the supervising teacher(s) in the practicum site.

## OTHER COURSE REQUIREMENTS

### MONTESSORI MANUALS AND STUDENT MADE MATERIALS

#### Early Childhood 2 ½ - 6:

1. **Students are required to:** compile a minimum of four apparatus manuals (curriculum albums), with one book due at the end of each curriculum area. Each manual shall be typed and shall include illustrations, classroom notes, and an introduction pertaining to that subject area (the course provides a complete set of notes and illustrations for these manuals. They may be used “as is”).
2. The course will provide a set of language materials to take with them for their personal use during internship. The student will cut and organize the classified material according to directions.
3. Prepare a set of culture folders for each of the continents.
4. Prepare samples of the required biology card materials.
3. Prepare and write an original lesson – E.P.L.
4. Prepare a set of fabrics for fabric boxes 1, 2 and 3.
5. Prepare a set of stereonostic bags according to directives.
6. Sew a set of napkins for folding based on specifications.
7. Prepare an outline of a parent education program in which the main characteristics and basic Montessori Method of education are expressed.
8. Submit five essays/papers on specific subjects, scheduled as we go through the course.
9. Complete a written quiz at the end of each curriculum area.
10. Submit a record of 20 hours of observation time and 15 completed observation reports as per directions.

# COMPETENCIES FOR THE MONTESSORI EARLY CHILDHOOD TEACHER CANDIDATE

The Montessori Preprimary Teacher shall be able to demonstrate competence in the following areas:

## **#1. General Knowledge of Human Development and Education Theory**

1. Describe the significance of other educational theorists who influenced Dr. Montessori's work.
2. Describe how to interpret child development and Montessori education concepts to other staff, parents, and the community.
3. Describe how the environment provides for continuity of learning experiences for children in the age level of certification.
4. Discuss ways in which individual children's learning needs are ascertained by observation, testing, through reference to developmental scales, etc.
5. Describe ways to meet individual needs and interests of children in ways that are appropriate to their identified developmental levels, sociocultural backgrounds, and levels of experience.
6. Describe various learning styles and the ways in which the teacher may respond to them effectively.
7. Describe how to provide for the safety, health, and welfare of the children in a Montessori school.

## **#2. Knowledge of Montessori Philosophy, Principles and Psychology**

1. Give a brief biographical account of Maria Montessori's life and work, describing the historic and current development of Montessori principles and practice.
2. Analyze and discuss Montessori's views regarding respect for the individual child and the nature of childhood.
3. Analyze and discuss the theoretical framework for Montessori's concept of education including but not limited to: the absorbent mind, sensitive periods, stages of development, the Montessori prepared environment, the use of self-correcting manipulative materials, the importance of movement in education, reality-fantasy-imagination, freedom and discipline, the three-period lesson, the work cycle, indirect preparation, mixed-age groupings, the work of the child compared to work of the adult.
4. Describe and analyze the process of normalization, including how to deal with the disruptive child and how the emergence of concentration leads to normalization.
5. Describe and analyze the process whereby children acquire freedom of choice, accept responsibility for learning, achieve independence, and develop problem-solving and decision-making skills.
6. Describe group activities and games, including those from the four areas of learning, which are appropriate for the age level of certification.
7. Describe ways in which the Montessori approach to learning enhances the child's self-confidence and builds self-esteem.

8. Describe and analyze the ideal characteristics of the Montessori teacher.
9. Compare Montessori education and other contemporary educational systems.

### **#3. Knowledge of Montessori Curriculum Materials Their Purpose and Aims**

1. Describe and analyze the essential characteristics of Montessori materials.
2. Describe and analyze the general purposes of the practical life, sensorial, language and math materials.
3. Describe and analyze the sequence and continuum of activities in each of the four areas of learning.
4. Describe and analyze the concepts and skills achieved by the child in each of the four areas of learning.
5. Describe how art, music, movement, geography, history, and science are integrated into and evolve out of the four areas of learning.
6. Design and evaluate curriculum materials and resources appropriate to children with varying abilities and cultural backgrounds.
7. Prepare a teacher's manual for each of the four areas of learning.
8. Develop original materials to meet the needs and interests of children 2 ½ to 6 years.

### **#4. Performance: Their Ability to Perform as a Competent Montessori Teacher**

1. Demonstrate the ability to establish the prepared environment, including the sequence and continuum of the four areas of learning and cultural subjects.
2. Skillfully present each material in the four areas of learning.
3. Skillfully present art, music, movement, geography, history, science, and multi-cultural activities.
4. Skillfully present group activities and games.
5. Describe the procedures necessary to observe, follow and record the individual child's psychomotor, emotional, social, and cognitive development.
6. Describe a variety of appropriate record-keeping methods.
7. Describe different teaching strategies with which to serve varied learning styles, e.g., structuring the environment; demonstrating the use of manipulative materials; modeling behavior; using non-verbal and verbal strategies such as reflection, inquiry, explanation, dramatization, storytelling, etc.
8. Describe classroom organization and management procedures appropriate to the age and developmental level of the children.

### **#5. Evaluation: The Ability to Evaluate Outcome and Communicate Results Affectively**

1. Describe specific performance objectives to be evaluated.
2. Describe the ways in which the data is recorded, and the results are interpreted in light of the stated performance objectives.
3. Describe how to objectively evaluate the progress of each individual child--including the child's psychomotor, emotional, social, and cognitive development--in ways that provide for the evaluation to be consistent with stated objectives.
4. Prepare evaluation/progress reports.

### **#6. Parent and Community Education**

1. Demonstrate the awareness of how to develop a parent education program.
2. Demonstrate the awareness of how to develop a community information program.
3. Demonstrate the awareness of how to identify community resources for referral, enrichment, program development and implementation.

## DIPLOMA

1. Student must meet all admission requirements.
2. Student must meet the attendance requirement, check page 9 of your catalog.
3. Student must meet all financial obligations according to signed enrollment agreement.
4. The student must submit five assigned term papers covering topics unique to the Montessori theory, philosophy and methodology. A written quiz must be completed at the end of each curriculum area and receive a passing mark on both papers and quizzes.
5. **Curriculum Manuals-** Development and maintenance of the curriculum manuals is required by the student. At the completion of each curriculum area, the student submits the manual for evaluation. The faculty evaluate the manuals, using the Manual Evaluation Form (Appendix E). Manuals are to be checked off by Instructors.
6. **Original Lesson-** The student writes and presents an original lesson, which becomes a permanent part of the student's file. Possible topics are discussed during class session. The original lesson is due by the assigned date. It is presented to the other students and evaluated by the Instructor and approved by the E.P.L. Instructor.
7. **Practice Sessions-** During the practice sessions, the student presents materials in each curriculum area: Motor Development Through the Exercises of Practical Life; Sensorial; Language; and Math. A faculty member shall evaluate the presentations using the Curriculum Evaluation Form (Appendix D), supervised by Instructor of component.
8. **Observation Reports-** The student is responsible to schedule the required observations. The student shall submit 15 observation reports due before the end of the internship year (Appendix H). Reports on 2 Montessori Preschools and 1 Non-Montessori Preschool, one individual 3-month profile on a child in your class.
9. **Final Exams:**
  - Written Exam-** Five written papers are required, one in each of the curriculum areas. The first and second written papers are in Practical Life and Sensorial (Appendix G). The third and fourth written papers are in Language and Math (Appendix H). The fifth paper is on Philosophy/Theory (Appendix G). You must receive a passing mark on the written exam.
  - Oral and Practical Exam-** The student prepares a 15-minute presentation from each of the four major curriculum areas. This presentation must be "classical" as presented by the instructor. This will be followed by an oral examination (Appendix F). You must receive a passing grade on the Oral/Practical exam from the visiting examiner.
10. **Student Made Materials-** The student is required to make the following and submit for approval:
  - a. Complete all Language materials as assigned.
  - b. Samples of Cultural material as assigned.
  - c. Cultural folders- Continents as assigned.
  - d. Fabric boxes.
  - e. Stereognostic bags.
  - f. Napkins for folding.All must be signed off by the instructor that assigned the requirements
11. **Practicum-** The student must fulfill the practicum requirements and submit 540-hour log signed by the supervising teacher and the director of the school in which the practicum was served, check Page 7 in Catalog.

For students who attend and complete the academic phase requirements only, a certificate of attendance shall be awarded by the Montessori Teacher Training Institute. This gives students two academic years following the completion date to fulfill the practicum phase and other requirements and gain an I.A.P.M. Diploma.

## EXAMINATIONS

**Quizzes and Term Papers-** Students shall be given written quizzes at the end of each curriculum area. These quizzes shall include questions regarding the Montessori lessons and materials, as well as questions about Montessori theory and philosophy. Students are required to submit five assigned term papers on specific subjects during the course and may not sit for the final oral and written exams until all assigned term papers have been submitted and receive a passing mark. The quizzes and term papers carry marks, which contribute to **50%** of the total grade.

A **written exam** and an **oral practical exam** (working with the Montessori didactic materials) will be given at the end of the course. This final exam will be based on the student's knowledge of Montessori materials, Montessori theory and philosophy. Students failing any part of these required exams shall be allowed one re-test which shall be given within one month following the original exam. The final examination marks contribute to **50%** of the total grade.

Manuals and other student made materials are graded as an accepted/rejected basis. Rejected materials and manuals may be represented after correction, by appointment to the instructor of the component.

Practicum student teaching is graded on a pass/fail basis.

Students must receive a passing grade in all elements of the course in order to be awarded an IAPM Diploma.

## GRADING SYSTEM

Letter grades of A, B, and C will be assigned for all work, both written and performance. A rating of "I" for incomplete work must be cleared within a six-week period following notification, or the rating is changed to "Unsatisfactory." A grade of C is not considered acceptable and work receiving a grade of C must be redone or represented.

Letter grades of A, B, and C will also apply to both the entrance exam and the final exams.

An acceptable grade is based on passing 80% of all written and oral examinations in a satisfactory manner. Students failing any test with the exception of the entrance exam will be given the opportunity to re-take the test within a one-month period, or **after meeting specific requirements set by the curriculum director.**

## TRANSCRIPT

Upon completion of the academic phase, an Official Transcript will be issued to students by the Montessori Teacher Training Institute based on the following:

**Class #1** Title: STAGES OF GROWTH AND DEVELOPMENT

"Gestation Infancy, Early Childhood and Childhood"

Course Number: MTE 303X                      Total Hours: 50                      Credits: 5 Units

**Class #2** Title: MOTOR DEVELOPMENT AND CONTROL OF MOVEMENT THROUGH THE EXERCISES OF PRACTICAL LIFE

Course Number: MTE 306X                      Total Hours: 50                      Credits: 5 Units

**Class #3** Title: ESTABLISH SENSORIAL FOUNDATION FOR READING, MATH AND COGNITIVE DEVELOPMENT WITH MANIPULATIVES

Course Number: MTE 302X                      Total Hours: 50                      Credits: 5 Units

**Class #4** Title: THE ACQUISITION OF LANGUAGE AND LITERACY SKILLS THROUGH A STRUCTURED SEQUENCE OF ACTIVITIES

"Teach Literacy Skills In Any Languages With Manipulatives"

Course Number: MTE 301X                      Total Hours: 50                      Credits: 5 Units

**Class #5** Title: THE EARLY PREPARATION OF THE MATHEMATIC MIND

“Make Sense Out Of Math With Manipulatives”

Course Number: MTE 304X                      Total Hours: 50                      Credits: 5 Units

**Class #6**-Title: THE CHILD, THE FAMILY AND COMMUNITY

Course Number: MTE 305X                      Total Hours: 50                      Credits: 5 Units

**Class #7**-Title: THE CULTURAL SUBJECTS, CURRICULUM AND HUMAN VALUES PROGRAM

Course Number: MTE 307X                      Total Hours: 36                      Credits: 5 Units

## **STUDENT SERVICES**

### **Student Conferences**

Evaluation conferences will be held with the student throughout the school year with reference to his or her progress. Special conferences may be requested when necessary.

### **Library**

The Montessori Teacher Training Institute has a good collection of texts, which include books on Dr. Montessori as well as her own publications. There are journals, psychology books on Child Development and books by other educators.

Library resources are available at the Montessori Teacher Training Institute at the main branch at 19900 El Toro Rd, Silverado Canyon, CA 92679 in an environment conducive to their use. The library is open 8:00 am - 5:00 pm daily, allowing adequate accessibility for students and staff.

Other books and materials are available to be checked out from the Library of Silverado 7531 Santiago Canyon Rd, Silverado, CA 92676 local public library which is in close proximity to the training facility. Hours of operation are: Mon-Thu 10:00 am – 7:00 pm; Friday & Saturday 9:00 am – 5:00 pm; closed on Sunday.

There are also other teacher resources available to the students at the Montessori Teacher Training Institute. The Montessori Teacher Training Institute has available for its use, equipment for the development of materials such as; paper cutters, photocopier, laminating machine and a computer system with a printer. In addition, the Montessori Teacher Training Institute has available video equipment, digital camera, dvd player, television, and audiocassette recorder/player available for use when needed.

All available library materials are pertinent to the course of study. All supporting materials facilitate the design and development of the required materials that teachers need to carry out the job that they are being prepared for.

### **Student Records**

Students are advised and cautioned that state law requires this educational institution to maintain school and student records indefinitely. Student records are kept at the International Association of Progressive Montessori office and at the MTTI records office at 1092 Baden Ave., Grover Beach, CA 93433. A copy of the records is stored safely in a fireproof box at the same address.

Transcripts, grades and attendance records will be available to the student upon request.

The course guarantees confidentiality and access to records in accordance with the Family Educational Rights and Privacy Act.

### **Medical Assistance**

Montessori Teacher Training Institute does not provide medical benefits to students. However, in the case of medical emergencies, students will be referred to the Saddleback Medical Center located at 24451 Health Center Dr., Laguna Hills, CA 92653. The telephone number is (949) 837-4500.

### **Housing**

Montessori Teacher Training Institute does not provide assistance to find housing for students.

This Institute does not have dormitory facilities under its control. Housing is available for rent in the area for the average of approximately \$1500.00 to \$2000.00 a month depending on the residence.

**Placement Assistance**

Request from Montessori schools for Montessori teachers are kept on file at the Institute and are fully accessible to the student and graduates. No guarantee for placement is being made, however. Interview techniques will be discussed as part of the course. Letters of recommendation may be requested.

This course qualifies students for the position of a preschool teacher and according to The United States Department of Labor's Standard Occupational Classification code, it will be identified as the detailed occupation (25-2010) level.

## STUDENT CODE OF ETHICS

Students of the Montessori Teacher Training Institute Laguna Beach are expected to conduct themselves professionally and personally in a manner that demonstrates a respect for themselves, their fellow students, the instructors, and the course of study they have committed themselves to follow.

To fulfill this obligation a student is expected to:

1. Attend all classes and be prompt.
2. Honor commitments to meet course requirements.
3. Take independent action in the pursuit of learning.
4. Refrain from plagiarism.
5. Seek timely consultation and help when needed in matters related to the work.
6. Seek clarification when needed, at the appropriate time.
7. Meet all financial obligations.
8. Dress in an appropriate way whether in class or in the classroom during practicum.
9. Use honest, open communication with instructors, other students and the administration.

## PLAGIARISM

Because of the easy access to papers written on Montessori topics, theory, psychology and philosophy posted on the internet and available to anyone who chooses to print out these papers. All Montessori Training Institutes are finding many cases of plagiarism. Copying the work of another is of no value to a student, for this reason you are given prescribed reading and an outline to follow for each of your assigned papers. We have found in the 22 years that we have been training Montessori Teachers that there is more value in reading Dr. Montessori's own words than the notions of other others who write about Dr. Montessori and her work.

You are welcome to quote directly from Dr. Montessori or E.M. Standing (as he spent 30 years working closely with Dr. Montessori) or any information you receive in lecture from anyone of the instructors in this course. Please identify and acknowledge material used by citing book name and page number.

**Plagiarism by a student is grounds for immediate dismissal from the course.**

If you have a question at any point during the course concerning content of an assignment, please ask, call or email. We are here to help you be successful.

## DRESS CODE

Students are expected to maintain a professional and modest demeanor throughout the course, while attending class sessions, practice or while in a practicum a dress code befitting the teaching profession must be maintained. The professional image which a student projects reflect his or her total attitude towards their teaching position and toward the children he/she professes to serve.

## CHANGE OF ADDRESS

The student shall notify the school office of any change of address at any time during the school year. Since the Institute maintains a placement file, it is requested that address changes be kept current.

## TRANSFER

Due to the unique nature of this course and its instruction, intensity, and the importance of continuity, no credit towards completion can be considered or granted for previous experience or training by a different organization or institute.

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

The transferability of credits you earn at Montessori Teacher Training Institute is at the complete discretions of an institution to which you may seek to transfer. Acceptance of the diploma you earn from Early Childhood Teachers Education Diploma Course is also at the complete discretion of the institution to which you may seek to transfer. If the diploma that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet

your educational goals. This may include contacting an institution to which you may seek to transfer after attending Montessori Teacher Training Institute to determine if your credits/diploma will transfer. This Institute has not entered into an articulation or transfer agreement with any other college or university.

### **PROBATION AND DISMISSAL POLICY**

The school reserves the right to dismiss a student at any time for behavior or attitude deemed unprofessional in the opinion of the institute's administration or the Program Director. Students may be asked to discontinue their course of study for medical, psychological, academic or other cogent reasons without recourse. Absences, tardiness, failure to turn in work, and inadequate quality of work will elicit verbal and/or written warnings from the Program Director. If after appropriate warnings, the student shows no improvement, we reserve the right to dismiss the student. Plagiarism by a student is grounds for immediate dismissal. In the event the student is dismissed, the standard refund policy shall be applicable according to the school component, which the student is in at the time of dismissal.

### **WITHDRAWAL BY STUDENT**

The student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first-class session or the seventh day after enrollment whichever is later.

Withdrawal for personal reasons is allowed after discussion between the student and the site administrator. A student may take a leave of absence for up to two years. On returning to the course a student may repeat the classes for purposes of a refresher and continue with the new material until completion.

In the case of a student who completes the academic phase only, this student has two years in which to enter the practicum phase and complete the course.

### **FACULTY/COURSE EVALUATION**

Student shall be requested to complete an evaluation form on each faculty member at the completion of his or her component area and of the course at its completion.

**Note:** Participant feedback provides us with the best opportunity to improve our programs. We review all course evaluations carefully and we value your honest opinion. Thank you for taking time to complete these evaluations. When complete mail directly to the office at 1092 Baden Ave., Grover Beach, CA 93433. -Attention Director  
**Please do not return to the Instructor.**

# ARBITRATION COMMITTEE AND PROCEDURES

## **Purpose**

The purpose of this committee is to arbitrate significant complaints or grievances by students, faculty or practicum consultants. This committee will decide on a course of action in response to a grievance, which shall be binding on all parties involved.

## **Composition**

The Montessori Teacher Training Institute Problem Solving Committee is composed of the following persons, who shall remain members of the committee until the end of the course training cycle:

Director of the Program.

One faculty member of each course, appointed by the Program Director.

One student enrolled in each course, elected by the students.

One other faculty member as a stand-by member.

## **Areas of Grievances**

The Problem Solving Committee shall consider grievances against the program and against its management and faculty in the following areas:

1. Incomplete or seriously deficient training.
2. The program's failure to meet M.T.T.I. requirements during the practicum.
3. The program's failure to meet financial obligations to anyone due those obligations.

## **Grievances Procedures**

1. A person initiating a complaint must first consult with the person against whom the complaint is being brought and attempt to work out satisfactory solution. The program director must give final approval to any solutions worked out in this manner, which involve a change in course requirements (assignments and attendance requirements).
2. If a complaint is not resolved to everyone's satisfaction by this initial contact, the problem can then be brought before the Problem Solving Committee. In the event of a hearing, the committee shall hear from both sides of the dispute and shall first attempt to arbitrate a satisfactory solution between them. If this fails, the Problem Solving Committee shall decide, by majority vote, upon a course of action, which shall be binding on all parties.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling Telephone: Toll Free: (888) 370-7589 or (916) 574-8900, Fax: (916) 263-1897) or by completing a complain form, which can be obtained on the Bureau's Internet Web site [www.bppe.ca.gov](http://www.bppe.ca.gov) .

## **Appeal Procedure**

Individuals who feel that they still have legitimate grievances after all the above procedures have been exhausted, may bring that grievance before the Problem Solving Committee of the I.A.P.M., The International Association of Progressive Montessori, 1092 Baden Ave., Grover Beach, CA 93433. The decision of this committee shall be considered binding on all parties.

## **Stand-By Member**

In order to keep the committee voting as objectively as possible, the designated stand-by member of the committee shall replace either staff member on the committee against whom a grievance is brought. The stand-by member shall not otherwise have a place or vote on the committee.

In the event that the elected student representative to the Problem Solving Committee is bringing a grievance to the committee, the place of that student in the voting shall be taken by the student who has received the second-highest number of votes in the student election for the committee representative.

## **Stipulation**

No solution can be arrived at which is in conflict with M.T.T.I. requirements for Certification Diploma, training courses, practicum sites, or published course work requirements.

No solution can be arrived at which is in conflict with I.A.P.M. affiliation requirements.



# APPENDIX B

## PRACTICUM EVALUATION (Initial Report)

Intern \_\_\_\_\_

School \_\_\_\_\_

Practicum Supervisor \_\_\_\_\_

Date of Observation \_\_\_\_\_ Time \_\_\_\_\_ to \_\_\_\_\_

### ENVIRONMENT

1. Describe the class, staffing, etc. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Describe each curriculum area in terms of development and aesthetic appeal:

Practical Life: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Sensorial: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Language: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Math: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Other: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

LESSONS/MATERIALS

1. Individual Lessons: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Children's Response: \_\_\_\_\_  
\_\_\_\_\_

2. Small Group Lessons: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Children's Response: \_\_\_\_\_  
\_\_\_\_\_

3. Class Lessons: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Children's Response: \_\_\_\_\_  
\_\_\_\_\_

4. Awareness of entire class while conducting group or individual lessons: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Children's Response: \_\_\_\_\_  
\_\_\_\_\_

5. Materials which you observed teacher using:

Material \_\_\_\_\_ Type of Lesson \_\_\_\_\_

6. Teacher's effectiveness in using materials: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Teacher's level of expertise in using materials: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Children's response to the demonstration(s): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

RELATIONSHIPS

1. Interaction with Children.

a. One-to-one basis: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Children's Response: \_\_\_\_\_  
\_\_\_\_\_

b. Small group: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Children's Response: \_\_\_\_\_  
\_\_\_\_\_

c. Entire class: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Children's Response: \_\_\_\_\_  
\_\_\_\_\_

2. Interaction with Team Teachers

a. Verbal: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. Non-verbal: \_\_\_\_\_  
\_\_\_\_\_

MANAGEMENT TECHNIQUES

1. Observation Skills: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Children Response: \_\_\_\_\_

\_\_\_\_\_

2. Ability to sense when to intervene or interrupt children: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3. Approach children when intervening: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Children's Response: \_\_\_\_\_

\_\_\_\_\_

4. Record Keeping: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

DISCUSSION WITH STUDENT (Discuss the following points):

1. Your development of the curriculum in the classroom: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Your understanding of the materials: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Your lessons/demonstrations of the materials: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Your ability to work in a team: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Your rapport with the children: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Your rapport with parents: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Your rapport with the administration: \_\_\_\_\_

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8. Your rapport with other staff: \_\_\_\_\_

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9. In planning for the next consultation, what are your concerns that you would like to address?

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10. Determine consultant's goals for the teacher: \_\_\_\_\_

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11. Determine supervising teacher's goals for the student: \_\_\_\_\_

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**APPENDIX C**

**PRACTICUM EVALUATION**

**REPORT #** \_\_\_\_\_

Intern \_\_\_\_\_

School \_\_\_\_\_

Consultant/Supervisor \_\_\_\_\_

Date & Time of Observation/Consultation \_\_\_\_\_

ENVIRONMENT

1. Describe any changes in environment: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Describe development of curriculum: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

LESSONS/MATERIALS

1. Describe lessons/materials observed on demonstration or discussed: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**PRACTICUM EVALUATION, Report #\_\_\_\_\_**

**RELATIONSHIPS**

1. Describe observation or discussion as it relates to teacher's relationship to children:

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2. Describe observation or discussion as it relates to teacher's relationship to other teacher's:

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3. Describe observation or discussion of management techniques:\_\_\_\_\_

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Describe your general discussion of the stated areas of concern from the prior report:\_\_\_\_\_

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Note the new goals mutually established:\_\_\_\_\_

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Student\_\_\_\_\_ Field Supervisor \_\_\_\_\_

# APPENDIX D

## CURRICULUM EVALUATION FORM

Intern \_\_\_\_\_ Date \_\_\_\_\_

Curriculum Subject \_\_\_\_\_

Faculty \_\_\_\_\_

Material Presented \_\_\_\_\_

- \_\_\_\_\_ Rationale of material
- \_\_\_\_\_ Sequence related to material presented
- \_\_\_\_\_ Grace of manipulation of materials
- \_\_\_\_\_ All materials available and in order
- \_\_\_\_\_ Logical flow of material
- \_\_\_\_\_ All elements in the sequence presented
- \_\_\_\_\_ Discussion with student indicates level of understanding
- \_\_\_\_\_ Accepts suggestions

Comments: \_\_\_\_\_

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Ratings:      A Excellent;      B Good;      C Not Accepted;      I Incomplete

**APPENDIX E**  
**MANUAL EVALUATION**

Intern \_\_\_\_\_ Date \_\_\_\_\_

Curriculum Subject \_\_\_\_\_

Faculty \_\_\_\_\_

- \_\_\_\_\_ Introduction
- \_\_\_\_\_ Index in sequence
- \_\_\_\_\_ All write-ups complete
- \_\_\_\_\_ All illustrations complete
- \_\_\_\_\_ Handouts logically integrated
- \_\_\_\_\_ Additional notes by student
- \_\_\_\_\_ Aesthetics

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Ratings:    A Excellent;            B Good;            C Not Accepted;            I Incomplete

# APPENDIX F

## FINAL DEMONSTRATION EXAM

### GRADE SHEET

Intern \_\_\_\_\_

School \_\_\_\_\_

Date of completion \_\_\_\_\_

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PRACTICAL LIFE	DATE	_____	SENSORIAL	DATE	_____
Presentation:			Presentation:		
Clarity		_____	Clarity		_____
Sequence		_____	Sequence		_____
Accuracy		_____	Accuracy		_____
Completeness		_____	Completeness		_____
Discussion:			Discussion:		
Preceding		_____	Preceding		_____
Following		_____	Following		_____
Grade		_____	Grade		_____
Instructor		_____	Instructor		_____

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LANGUAGE	DATE	_____	MATH	DATE	_____
Presentation:			Presentation:		
Clarity		_____	Clarity		_____
Sequence		_____	Sequence		_____
Accuracy		_____	Accuracy		_____
Completeness		_____	Completeness		_____
Discussion:			Discussion:		
Preceding		_____	Preceding		_____
Following		_____	Following		_____
Grade		_____	Grade		_____
Instructor		_____	Instructor		_____

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## APPENDIX G

### SAMPLE QUESTIONS FROM QUIZZES AND EXAMINATIONS

#### PRACTICAL LIFE--WRITTEN EXAMINATION

1. In designing materials for practical life, what principles must be taken into consideration?
2. Describe the development sequence over the school year for (choose one):
  - a. washing
  - b. polishing
  - c. pouring
3. What are the purposes of Practical Life?
4. How does Practical Life relate to the other curriculum areas?

#### SENSORIAL--WRITTEN EXAMINATION

1. In designing a Sensorial material, what principles must be taken into consideration?
2. What are the purposes of Sensorial?
3. How does Sensorial relate to the other curriculum areas?
4. What senses do the Sensorial materials address and what materials relate to those senses?
5. How does Language relate to Sensorial?
6. Name five materials that require matching and five materials that required grading.
7. What five major senses of a human being are addressed?

## **APPENDIX G: SAMPLE QUESTIONS FROM QUIZZES AND EXAMINATIONS**

### **LANGUAGE--WRITTEN EXAMINATION**

1. Discuss the ways that listening and speaking skills are nurtured in a Montessori classroom.
2. List all materials in the Montessori classroom that prepare the child for handwriting.
3. Discuss the ways in which writing and reading can be incorporated throughout the classroom.
4. Describe the reading sequence in the classroom you have been in and relate it to that presented in the training course.
5. The Montessori approach has been called weak in the promotion of language development. Respond theoretically and from your experience this year.

### **MATHEMATICS--WRITTEN EXAMINATION**

1. What principles are followed in presenting math concepts?
2. Briefly describe Piaget's stages of development and describe specifically the development of the concept of number?
3. How does the Montessori approach help the child gain mastery of the decimal system?
4. List all the materials that contribute to the child's ability to count with understanding to 1000.
5. How is an understanding of mathematical operations developed in Montessori math?

# APPENDIX H

## OBSERVATION REPORT

### OBSERVATION 1: THE LARGE ENVIRONMENT

Intern \_\_\_\_\_

School \_\_\_\_\_

Supervising Teacher \_\_\_\_\_

Date \_\_\_\_\_

Address each aspect indicated below:

#### Ceiling

1. Material
  - a. Sound absorbing: wood, plaster
2. Height
  - a. Cave-like (low)
  - b. Cavern-like (high)
3. Lighting
  - a. Electric: florescent, incandescent
  - b. Natural: Skylights

#### Walls

1. windows
  - a. Size and number
  - b. For light, for ventilation
  - c. Curtains
2. Display Boards
  - a. Material: color, height
3. Wall covering: paint, wallpaper, cloth

#### Hangings

1. Mobiles, plants

## **OBSERVATION 1: THE LARGE ENVIRONMENT**

### Floor

1. Carpets, linoleum, tile, wood
2. Clean, safe

### Heating

1. Radiant, forced air, wall heaters

### Summary and Evaluation

## OBSERVATION REPORT

### OBSERVATION 2: DESIGN OF THE ROOM

Intern \_\_\_\_\_

School \_\_\_\_\_

Supervising Teacher \_\_\_\_\_

Date \_\_\_\_\_

Address each aspect indicated below:

#### Furniture

1. Total number of cabinets and shelves: height, length, linear feet of display area, in each of the four main curriculum areas and in the cultural area.
2. Total number of tables
  - a. Individual and location by curriculum area.
  - b. Large tables and location by curriculum area.
  - c. Size.
4. Chalkboard, cages, tanks, etc.
5. Cubby area.
6. Storage area.

#### Floor Plan

1. Floor plan for furniture placement.
  - a. Note proximity of library and language area.
  - b. Note proximity of sensorial and mathematics.
  - c. General sense of cohesion.

## Ratios

1. Teacher to child.
2. Square footage to child.

## Summary and Evaluation

## OBSERVATION REPORT

### OBSERVATION 3: MONTESSORI MATERIALS

Intern \_\_\_\_\_

School \_\_\_\_\_

Supervising Teacher \_\_\_\_\_

Date \_\_\_\_\_

Evaluate the materials that are displayed on the shelves in each of the curriculum areas:

1. Function and manageability-- does it do the job and handle well.
2. Aesthetic appeal.
3. Proportions.
4. Completeness.
5. Color coordination.
6. Safety.
7. Cleanliness.
8. Availability--need for replacement.
9. Age readiness.
10. Promotes independence.
11. Good repair.
12. Quality.
13. Cultural relevance.
14. Appropriate for group.

Summary and Evaluation

## OBSERVATION REPORT

### OBSERVATION 4: ORGANIZATION OF SHELVES--PRACTICAL LIFE

Intern \_\_\_\_\_

School \_\_\_\_\_

Supervising Teacher \_\_\_\_\_

Date \_\_\_\_\_

Address each aspect indicated below:

1. Shelves (quantity and display areas).
2. Sequencing of material on shelf.
  - a. Note each material beginning at the top left and moving from left to right, top to bottom.
  - b. Note the logic of the placement of the materials on the shelf.
3. Full complement of appropriate materials.
4. To what extent are the materials purchased or teacher made?

Summary and Evaluation

## OBSERVATION REPORT

### OBSERVATION 5: ORGANIZATION OF SHELVES--SENSORIAL

Intern \_\_\_\_\_

School \_\_\_\_\_

Supervising Teacher \_\_\_\_\_

Date \_\_\_\_\_

Address each aspect indicated below:

1. Shelves (quantity and display areas).
2. Sequencing of material on shelf.
  - a. Note each material beginning at the top left and moving from left to right, top to bottom.
  - b. Note the logic of the placement of the materials on the shelf.
3. Full complement of appropriate materials.
4. To what extent are the materials purchased or teacher made?

Summary and Evaluation

## OBSERVATION REPORT

### OBSERVATION 6: ORGANIZATION OF SHELVES--LANGUAGE

Intern \_\_\_\_\_

School \_\_\_\_\_

Supervising Teacher \_\_\_\_\_

Date \_\_\_\_\_

Address each aspect indicated below:

1. Shelves (quantity and display areas).
2. Sequencing of material on shelf.
  - a. Note each material beginning at the top left and moving from left to right, top to bottom.
  - b. Note the logic of the placement of the materials on the shelf.
3. Full complement of appropriate materials.
4. To what extent are the materials purchased or teacher made?

Summary and Evaluation

## OBSERVATION REPORT

### OBSERVATION 7: ORGANIZATION OF SHELVES--MATH

Intern \_\_\_\_\_

School \_\_\_\_\_

Supervising Teacher \_\_\_\_\_

Date \_\_\_\_\_

Address each aspect indicated below:

1. Shelves (quantity and display areas).
2. Sequencing of material on shelf.
  - a. Note each material beginning at the top left and moving from left to right, top to bottom.
  - b. Note the logic of the placement of the materials on the shelf.
3. Full complement of appropriate materials.
4. To what extent are the materials purchased or teacher made?

Summary and Evaluation

## OBSERVATION REPORT

### OBSERVATION 8: ORGANIZATION OF SHELVES--CULTURAL SUBJECTS

Intern \_\_\_\_\_

School \_\_\_\_\_

Supervising Teacher \_\_\_\_\_

Date \_\_\_\_\_

Address each aspect indicated below:

1. Shelves (quantity and display areas).
2. Sequencing of material on shelf.
  - a. Note each material beginning at the top left and moving from left to right, top to bottom.
  - b. Note the logic of the placement of the materials on the shelf.
3. Full complement of appropriate materials.
4. To what extent are the materials purchased or teacher made?

Summary and Evaluation

## OBSERVATION REPORT

### OBSERVATION 9: TIME LINE OF THE WORK PERIOD (2 hour diagram)

Intern \_\_\_\_\_

School \_\_\_\_\_

Supervising Teacher \_\_\_\_\_

Date \_\_\_\_\_

:00 _____	1:00 _____
:05 _____	1:05 _____
:10 _____	1:10 _____
:15 _____	1:15 _____
:20 _____	1:20 _____
:25 _____	1:25 _____
:30 _____	1:30 _____
:35 _____	1:35 _____
:40 _____	1:40 _____
:45 _____	1:45 _____
:50 _____	1:50 _____
:55 _____	2:00 _____

#### Group as a Whole

1. How many children are not constructively involved?
2. How many children are “socializing?”
3. How many children are working with practical life? sensorial? language? math? cultural?
4. How many children are working at rugs? tables?

#### Individual

1. Note what a particular child is doing every five minutes.

#### Teacher

1. Note what a particular teacher is doing every two minutes.

## OBSERVATION REPORT

### OBSERVATION 10: INTERACTION OF TEACHER WITH CHILDREN

Intern \_\_\_\_\_

School \_\_\_\_\_

Supervising Teacher \_\_\_\_\_

Date \_\_\_\_\_

Note each interaction:

1. Tone of voice
  - a. Sensitive
  - b. Harsh
2. Physical contact
  - a. Respectful
  - b. Rough
3. Quality of communication
  - a. Sensitive to needs of the child
  - b. Insensitive to needs of child
4. Record keeping/classroom management
  - a. By child
  - b. By adult

Summary and Evaluation

## OBSERVATION REPORT

### OBSERVATION 11: CHILD-TO -CURRICULUM

Intern \_\_\_\_\_

School \_\_\_\_\_

Supervising Teacher \_\_\_\_\_

Date \_\_\_\_\_

Note the children's individual response to the curriculum.

1. Do the children have a clear idea of what is expected of the educationally?
2. Has the curriculum been individualized and sequenced in such a way that each child knows what is to be done?
3. Do the children, generally, stay on task and complete their self-assigned or teacher-assigned work?
4. Are the children challenged by the curriculum? Are they frustrated or overwhelmed?
5. Does the structure of the classroom allow for children to work together on curriculum tasks?

Summary and Evaluation

## OBSERVATION REPORT

### OBSERVATION 12: TEACHER ATTITUDE

Intern \_\_\_\_\_

School \_\_\_\_\_

Supervising Teacher \_\_\_\_\_

Date \_\_\_\_\_

1. How long has the teacher taught this age group?
2. Does she or he have specific training in Montessori to teach this age group?
3. Is she or he a member of a professional group?
4. Does she or he continue with workshops, seminars and general course work?
5. Does the curriculum seem complete, or is there a feeling of not having enough to make or cover all the curriculum areas?
6. Is observation and record keeping seen as important? How is it implemented?
7. How does the teacher deal with academic or behavioral situations that arise?
8. Does she or he express interest and enthusiasm for the work?
9. Does she or he express knowledge and concern for the students as individuals?

Summary and Evaluation

## OBSERVATION REPORT

### OBSERVATION 13: CHILD-TO-CHILD INTERACTION

Intern \_\_\_\_\_

School \_\_\_\_\_

Supervising Teacher \_\_\_\_\_

Date \_\_\_\_\_

The purpose of this observation is to note the quality and content of the socializing that occurs in the classroom.

Describe the five social interactions using the following guidelines:

1. Purely social
2. Social/educational
3. Educationally oriented
4. Teasing/taunting
5. Helpful/cooperative
6. Solicitous
7. Competitive

Summary and Evaluation

## OBSERVATION REPORT

### OBSERVATION 14: PARENT MEETINGS/PARENT CONFERENCE/PARENT REPORTS

#### STANDARD ACHIEVEMENT TESTS

Intern \_\_\_\_\_

School \_\_\_\_\_

Supervising Teacher \_\_\_\_\_

Date \_\_\_\_\_

1. How often are formal parent conferences scheduled? How long do they last?
2. Are there specific topics covered?
3. Is there a form that guides the conferences?
4. Is there a formal report card?
5. Are standard achievement tests administered? When? By Whom? Name the test? Is this information shared with the parents?
6. Are there parent meetings?
  - a. Are the administrative?
  - b. Social?
  - c. Educational?
  - d. How often?
  - e. With what kind of response?
7. Are parents asked to participate in classroom activities? In the running of the school?

#### Summary and Evaluation

## OBSERVATION REPORT

### OBSERVATION 15: SCHEDULE OF THE DAY

Intern \_\_\_\_\_

School \_\_\_\_\_

Supervising Teacher \_\_\_\_\_

Date \_\_\_\_\_

1. What are the school hours?
2. Are there extended or day care hours?
3. How does the day begin? Does this or has this changed through the years?
4. What is the schedule of the morning?
5. When does lunch occur and how is it handled?
  - A. Do the children bring their lunch or is lunch provided?
  - B. Is lunch formal with placemats, etc.?
  - C. Is there a particular routine and clean-up procedure?
  - D. Are there requirements on the children eating certain parts of the lunch first?  
Completing their lunch?
6. What is the schedule of the afternoon?
7. Does the schedule of the day vary during the week with specialist or regular field trips?
8. When is dismissal and how is it handled?

#### Summary and Evaluation

ADDENDUM A

*Montessori Teacher Training Institute*

*Montessori Classroom for Ages 2 ½ - 6 years*

**INVENTORY OF EQUIPMENT AND MATERIALS THAT  
WILL BE USED FOR INSTRUCTION**

**HILLSIDE SITE**

# PRACTICAL LIFE

Year

PRELIMINARY					
First Day Orientation Notes					
Basic Ground Rules – Classroom					
Basic Ground Rules - Playground					
Carrying/Placing Chair					
Carrying/Rolling Mat					
Stringing Beads					
Sorting					
Opening/Closing					
Opening/Closing Door					
Carrying/Placing Book					
Turning Pages in Book					
Lifting/Carrying Tray					
Spooning					
Pouring (Dry)					
Putting on Apron					
Hang up apron					
Pouring (Liquid)					
Sponging					
Basting					
Carrying a Bucket					
Carrying Sharp Objects					
Folding/Unfolding					
Intro to Bathroom Use					
Intro to Water Source					
Intro to Snack					
CARE of PERSON					
Dressing Frames					
Buttoning					
Snapping					
Zipping					
Buckling					
Hooking					
Tying					
Lacing					
Hooking (button)					
Velcro					
Safety Pin					
Hand Washing					
Face Washing					
Blowing Nose					
Putting on Coat					
Putting on Shoes					

Polishing Shoes					
Hanging up Jacket					
Hanging up Sweater					
Sewing					
<b>ENVIRONMENT</b>					
Washing Chair					
Washing Table					
Dusting					
<i>Sweeping</i>					
Mopping					
Polishing Wood					
Polishing Metal					
Care of Plants					
Flower Arranging					
Cloth Washing					
Washing Dishes					
Table Setting					
Lunch Clean-up					
Appropriate use of Bathroom					
Care of Classroom					
Care of Playground					
Outdoor Sweeping					
Care of Animals					
<b>GRACE and COURTESY</b>					
Greeting					
Listening					
Asking for Help					
Inviting					
Interrupting					
Getting/Waiting in Line					
Passing in Front					
Introducing					
Walking in Group					
Forming a Group Semi-Circle					
Eating Manners					
Visiting Manners (Rest., Lib., etc.)					
Banana Cutting					
Orange squeezing					
Cheese Slicing					
Carrot Slicing					
<b>CONTROL / COORDINATION</b>					
Silence Game					
Walking on Line      Line in classroom					

**SENSORIAL**

Year

<b>VISUAL</b>					
Cylinder Blocks					
Pink Tower					
Brown Stairs					
Red Rods					
Color Tablets					
Knobless Cylinders					
Geometric Cabinet					
Geometric Cards					
Botany Cabinet					
Botany Cards					
Constructive Triangles					
Binomial Cube					
Trinomial Cube					
<b>AUDITORY</b>					
Sound Boxes					
Bells					
<b>TACTILE</b>					
Touch Boards					
Touch Tablets					
Fabrics					
Box 1					
Box 2					
Box 3					
<b>OLFACTORY</b>					
Smelling Bottles					
<b>THERMIC</b>					
Thermic Bottles					
Thermic Tablets					
<b>BARIC</b>					
Baric Tablets					
<b>STEREOGNOSTIC</b>					
Geometric Solids / Bases					
Sorting Exercises					
Stereognostic Bags 1-7					
Mystery Bag					
<b>GUSTATORY</b>					
Tasting Jars					

# MATHEMATICS

Year

NUMBERS 1 - 10					
Number Rods					
Sandpaper Numbers					
Number Rods/Cards					
Spindle Boxes					
Zero Game          Note					
Memory Game / Chit					
Numerals and Counters					
Bead Stair 1 – 10					
Writing Numbers 1 – 9					
<b>DECIMAL SYSTEM</b>					
Presentation Tray					
Golden Beads (Quantity) 1 - 1000					
Cards (Symbols) 1 - 1000					
Decimal Layout Golden Beads					
Decimal Layout Cards Formation of Numbers					
The Change Game / Dec. Bank					
Addition					
Multiplication					
Subtraction					
Division					
The Stamp Game					
Addition					
Multiplication					
Subtraction					
Division					
The Dot Game					
Transparent Paper / Addition					
<b>LINEAR COUNTING</b>					
Short Bead Stair					
Teens Boards/Beads					
Tens Boards/Beads					
Hundred Chain					
Thousand Chain					
Skip Counting/Short					
Skip Counting/Long					
Equality/Inequality $<>=$					
<b>FACTS AND TABLES</b>					
Positive Snake Game					

Addition Strip Board					
Addition with Bead Bars					
Addition Charts					
Full Chart					
Half Chart					
Skip Chart					
Blank Chart					
Multiplication Bead Bar Box					
Multiplication Board					
Multiplication Charts					
Full Chart					
Half Chart					
Blank Chart					
Negative Snake Game					
Negative Strip Board					
Subtraction Charts					
Full Charts					
Blank Chart					
Division Board					
Division Charts					
Full Chart					
Blank Chart					
<b>ABSTRACTIONS (NOT REQUIRED)</b>					
Small Bead Frame					
Notation					
Addition					
Multiplication					
Subtraction					
Hierarchy					
Large Bead Frame					
Notation					
Addition					
Multiplication					
Subtraction					
Racks and Tubes					
Short Division					
Long Division					

# LANGUAGE

Year

PRE READING ACTIVITIES					
Enrichment of Vocabulary – Diction					
Language Training of Ear (Oral Discrimination)					
Sound Games (I Spy)					
Name Lessons					
Matching Objects (Visual Discrimination)					
Matching Cards (Visual Discrimination)					
WRITING					
Metal Insets					
Sandpaper Letters					
Collective Letter Games					
Metal Insets - Design Work					
Movable Alphabet					
1 <sup>st</sup> - Presentation - Objects					
2 <sup>nd</sup> - Pink Level Analysis-Phonetic words					
3 <sup>rd</sup> - Blue Level Analysis - Blends					
Dictation – of longer words					
Red/Black Boxes					
1 <sup>st</sup> - Green Level – Vowel Difficulties					
2 <sup>nd</sup> - Yellow Level – Consonant Difficult.					
Writing Sequence					
1 <sup>st</sup> - Letter					
2 <sup>nd</sup> - Word					
3 <sup>rd</sup> - Sentence					
4 <sup>th</sup> – Composition					
READING SEQUENCE					
Pink Level - Phonetic					
Object Boxes and Words					
Pictures and Words					
Blue Level – Blends & Assimilations					
Object Boxes and Words					
Pictures and Words					
Green Level – Speech sounds- phonograms					
Object Boxes and Words					
Pictures and Words					
Yellow Level – Speech sounds-phonograms					
Object Boxes and Words					
Pictures and Words					
1 <sup>st</sup> – Single words					
2 <sup>nd</sup> – Word Lists					
3 <sup>rd</sup> – Sentences					
4 <sup>th</sup> – Books					

<b>READING BOXES</b>					
1 <sup>st</sup> Commands – Reading Slips					
2 <sup>nd</sup> Commands – Reading Slips					
3 <sup>rd</sup> Dramatic Reading Slips					
Puzzle Words					
Environment Reading Slips Classified					
Phonetic Books					
Other Books with Phonograms					
Dramatic Reading					
Farm Game					
<b>PARTS OF SPEECH</b>					
Noun Game					
Noun Activity					
Introduction of Verb Game					
Verb Activity					
Introduction of Adverb Game					
Logical Adverb					
Article Game					
Adjective Game					
Logical Adjective Game					
Detective Adjective Game					
Conjunction Game					
Preposition Game					
Pronoun Game					
Interjection Game					
Further Noun Activity					
<b>READING/GRAMMATICAL ANALYSIS</b>					
Simple Sentences					
Oral Grammatical Analysis					
Written Grammatical Analysis					
Arrows – Chart I      NOT REQUIRED					
Loose Material					
Compound Sentences					
Arrows – Chart II					
Extensions					
Attributes					
Appropriations					
Punctuation					
<b>WORD STUDY</b>					
Compound Words					
Singular/Plural Words					

Prefixes					
Suffixes					
Homograph					
Homophones					

## CULTURAL SUBJECTS

### GENERAL SCIENCE

Year

Science Table Observation					
Prism					
Magnifying Glass					
Sink and Float Activity					
Heavy / Light Activity					
Magnetic Activity					
Three Forms of Matter- Land – Air - Water					
Animal – Plant – Mineral – Classification Activity					
Weather - Clouds, etc.					

### HUMAN ANATOMY Chart/Cards Year

Human Body- Parts of the Body					
Senses of the Body					
Organs of the Body					
Systems of the Body					
Personal Health- Physical Hygiene					
Nutrition					
Exercise					
Emotions					

### BIOLOGY

Year

Living and Non-Living Objects / Cards					
Animals and Plants Classified Objects/Cards					



Identification of Compound Leaves					
Flowers Classified					
Identification of Corollas					

## GEOLOGY

Year

Layers of the Earth					
Rocks Classified (sorting activity)					
Matching with chart					
Volcano					

## ASTRONOMY

Year

The Universe					
Wall Display Bulletin Board - Solar System					
Chart matching planets					
Matching cards					
Three-dimensional planets					

## GEOGRAPHY

Year

Layers of the Earth					
Continents of World Globe / Chart					
Oceans of World Chart					
Zones of World Chart					
Land/Water Globe					
Land/Water Forms					
Lake-Island					
Isthmus-Strait					
Bay-Cape					
Gulf-Peninsula					
Land/Water Pictures					
Political Maps & Control Charts					
Continents					
North America					
South America					
United States					

States – Mountains - Rivers					
Europe					
Asia					
Africa					
Australia					
FLAGS					
Parts of Flag					
Flags of World / USA					
Flags of the States					
Social/Cultural Studies (folders)					
North America					
South America					
United States					
Europe					
Asia					
Africa					
Australia					
Antarctica					
OCEANS					
Pacific Ocean					
Atlantic Ocean					
Indian Ocean					
Antarctic Ocean					

## HISTORY

Year

My day					
Days of the Week					
Months of the Year					
Seasons of the year					
Calendar					
Date stamping / writing					
Clock					
Matching Clock cards					
Making clocks					
Learning Time					
Personal Time Line / Birthdays					
Family History					
History – Story of our country					
Columbus Day					
Thanksgiving Holiday					

Presidents of the USA					
Martin Luther King Day					
George Washington					
Abraham Lincoln					
Our current president					
The Story of Writing					
The Story of Paper					
Art History					
Time Line of the Famous Artists					
Matching cards					
Artist of the Month					
Music History					
Time Line of the Famous Composers					
Matching Cards					
Composers of the Month					
The Time Line of the Earth					
Plant Life					
Animal Life – Dinosaurs					
Human Life					
The Time Line of Man on Earth					
Needs of Man Curriculum					
Dwelling					
Clothing					
Transportation					
Protection					
Spiritual					

## ECOLOGY

Year

General					
Biomes of a Continent					
Ecosystems					
Interdependencies of Plant, Animal, & Human Life					
<b>ART PREPARTATION &amp; EXPRESSION</b>					
Cutting Exercises					
Straight Line					
Chevron Line					
Curved Line					
Punching Activity					
Gluing Activity – Free Expression					

Crayon Activity					
Pencil Activity					
Water Color Activity					
Holiday Art Activity					
Collage Varied – Free Art					
Easel Use					
Painting					
Drawing					

**ADDENDUM B**

*Montessori Teacher Training Institute*

*Montessori Classroom for Ages 2 ½ - 6 years*

**INVENTORY OF EQUIPMENT AND MATERIALS THAT  
WILL BE USED FOR INSTRUCTION**

**OCEANSIDE SITE**

# PRACTICAL LIFE

Year \_\_\_\_\_

PRELIMINARY					
First Day Orientation Notes					
Basic Ground Rules – Classroom					
Basic Ground Rules - Playground					
Carrying/Placing Chair					
Carrying/Rolling Mat					
Stringing Beads					
Sorting					
Opening/Closing					
Opening/Closing Door					
Carrying/Placing Book					
Turning Pages in Book					
Lifting/Carrying Tray					
Spooning					
Pouring (Dry)					
Putting on Apron					
Hang up apron					
Pouring (Liquid)					
Sponging					
Basting					
Carrying a Bucket					
Carrying Sharp Objects					
Folding/Unfolding					
Intro to Bathroom Use					
Intro to Water Source					
Intro to Snack					
<b>CARE of PERSON</b>					
Dressing Frames					
Buttoning					
Snapping					
Zipping					
Buckling					
Hooking					
Tying					
Lacing					
Hooking (button)					
Velcro					
Safety Pin					
Hand Washing					
Face Washing					
Blowing Nose					
Putting on Coat					
Putting on Shoes					

Polishing Shoes					
Hanging up Jacket					
Hanging up Sweater					
Sewing					
<b>ENVIRONMENT</b>					
Washing Chair					
Washing Table					
Dusting					
<u>Sweeping</u>					
Mopping					
Polishing Wood					
Polishing Metal					
Care of Plants					
Flower Arranging					
Cloth Washing					
Washing Dishes					
Table Setting					
Lunch Clean-up					
Appropriate use of Bathroom					
Care of Classroom					
Care of Playground					
Outdoor Sweeping					
Care of Animals					
<b>GRACE and COURTESY</b>					
Greeting					
Listening					
Asking for Help					
Inviting					
Interrupting					
Getting/Waiting in Line					
Passing in Front					
Introducing					
Walking in Group					
Forming a Group Semi-Circle					
Eating Manners					
Visiting Manners (Rest., Lib., etc.)					
Banana Cutting					
Orange squeezing					
Cheese Slicing					
Carrot Slicing					
<b>CONTROL / COORDINATION</b>					
Silence Game					
Walking on Line      Line in classroom					

# SENSORIAL

Year \_\_\_\_\_

	_____	_____	_____	_____	_____
<b>VISUAL</b>					
Cylinder Blocks					
Pink Tower					
Brown Stairs					
Red Rods					
Color Tablets					
Knobless Cylinders					
Geometric Cabinet					
Geometric Cards					
Botany Cabinet					
Botany Cards					
Constructive Triangles					
Binomial Cube					
Trinomial Cube					
<b>AUDITORY</b>					
Sound Boxes					
Bells					
<b>TACTILE</b>					
Touch Boards					
Touch Tablets					
Fabrics					
Box 1					
Box 2					
Box 3					
<b>OLFACTORY</b>					
Smelling Bottles					
<b>THERMIC</b>					
Thermic Bottles					
Thermic Tablets					
<b>BARIC</b>					
Baric Tablets					
<b>STEREOGNOSTIC</b>					
Geometric Solids / Bases					
Sorting Exercises					
Stereognostic Bags 1-7					
Mystery Bag					
<b>GUSTATORY</b>					
Tasting Jars					

# MATHEMATICS

Year \_\_\_\_\_

<b>NUMBERS 1 - 10</b>					
Number Rods					
Sandpaper Numbers					
Number Rods/Cards					
Spindle Boxes					
Zero Game          Note					
Memory Game / Chit					
Numerals and Counters					
Bead Stair 1 – 10					
Writing Numbers 1 – 9					
<b>DECIMAL SYSTEM</b>					
Presentation Tray					
Golden Beads (Quantity) 1 - 1000					
Cards (Symbols) 1 - 1000					
Decimal Layout Golden Beads					
Decimal Layout Cards Formation of Numbers					
The Change Game / Dec. Bank					
Addition					
Multiplication					
Subtraction					
Division					
The Stamp Game					
Addition					
Multiplication					
Subtraction					
Division					
The Dot Game					
Transparent Paper / Addition					
<b>LINEAR COUNTING</b>					
Short Bead Stair					
Teens Boards/Beads					
Tens Boards/Beads					
Hundred Chain					
Thousand Chain					
Skip Counting/Short					
Skip Counting/Long					
Equality/Inequality $<>=$					
<b>FACTS AND TABLES</b>					
Positive Snake Game					

Addition Strip Board					
Addition with Bead Bars					
Addition Charts					
Full Chart					
Half Chart					
Skip Chart					
Blank Chart					
Multiplication Bead Bar Box					
Multiplication Board					
Multiplication Charts					
Full Chart					
Half Chart					
Blank Chart					
Negative Snake Game					
Negative Strip Board					
Subtraction Charts					
Full Charts					
Blank Chart					
Division Board					
Division Charts					
Full Chart					
Blank Chart					
<b>ABSTRACTIONS (NOT REQUIRED)</b>					
Small Bead Frame					
Notation					
Addition					
Multiplication					
Subtraction					
Hierarchy					
Large Bead Frame					
Notation					
Addition					
Multiplication					
Subtraction					
Racks and Tubes					
Short Division					
Long Division					

# LANGUAGE

Year \_\_\_\_\_

<b>PRE READING ACTIVITIES</b>					
Enrichment of Vocabulary – Diction					
Language Training of Ear (Oral Discrimination)					
Sound Games (I Spy)					
Name Lessons					
Matching Objects (Visual Discrimination)					
Matching Cards (Visual Discrimination)					
<b>WRITING</b>					
Metal Insets					
Sandpaper Letters					
Collective Letter Games					
Metal Insets - Design Work					
Movable Alphabet					
1 <sup>st</sup> - Presentation - Objects					
2 <sup>nd</sup> - Pink Level Analysis-Phonetic words					
3 <sup>rd</sup> - Blue Level Analysis - Blends					
Dictation – of longer words					
Red/Black Boxes					
1 <sup>st</sup> - Green Level – Vowel Difficulties					
2 <sup>nd</sup> - Yellow Level – Consonant Difficult.					
Writing Sequence					
1 <sup>st</sup> - Letter					
2 <sup>nd</sup> - Word					
3 <sup>rd</sup> - Sentence					
4 <sup>th</sup> – Composition					
<b>READING SEQUENCE</b>					
Pink Level - Phonetic					
Object Boxes and Words					
Pictures and Words					
Blue Level – Blends & Assimilations					
Object Boxes and Words					
Pictures and Words					
Green Level – Speech sounds- phonograms					
Object Boxes and Words					
Pictures and Words					
Yellow Level – Speech sounds-phonograms					
Object Boxes and Words					
Pictures and Words					
1 <sup>st</sup> – Single words					
2 <sup>nd</sup> – Word Lists					
3 <sup>rd</sup> – Sentences					
4 <sup>th</sup> – Books					

<b>READING BOXES</b>					
1 <sup>st</sup> Commands – Reading Slips					
2 <sup>nd</sup> Commands – Reading Slips					
3 <sup>rd</sup> Dramatic Reading Slips					
Puzzle Words					
Environment Reading Slips Classified					
Phonetic Books					
Other Books with Phonograms					
Dramatic Reading					
Farm Game					
<b>PARTS OF SPEECH</b>					
Noun Game					
Noun Activity					
Introduction of Verb Game					
Verb Activity					
Introduction of Adverb Game					
Logical Adverb					
Article Game					
Adjective Game					
Logical Adjective Game					
Detective Adjective Game					
Conjunction Game					
Preposition Game					
Pronoun Game					
Interjection Game					
Further Noun Activity					
<b>READING/GRAMMATICAL ANALYSIS</b>					
Simple Sentences					
Oral Grammatical Analysis					
Written Grammatical Analysis					
Arrows – Chart I      NOT REQUIRED					
Loose Material					
Compound Sentences					
Arrows – Chart II					
Extensions					
Attributes					
Appropriations					
Punctuation					
<b>WORD STUDY</b>					
Compound Words					
Singular/Plural Words					

Prefixes					
Suffixes					
Homograph					
Homophones					

## CULTURAL SUBJECTS

### GENERAL SCIENCE

Year \_\_\_\_\_

Science Table Observation					
Prism					
Magnifying Glass					
Sink and Float Activity					
Heavy / Light Activity					
Magnetic Activity					
Three Forms of Matter- Land – Air - Water					
Animal – Plant – Mineral – Classification Activity					
Weather - Clouds, etc.					

### HUMAN ANATOMY Chart/Cards

Year \_\_\_\_\_

Human Body- Parts of the Body					
Senses of the Body					
Organs of the Body					
Systems of the Body					
Personal Health- Physical Hygiene					
Nutrition					
Exercise					
Emotions					

### BIOLOGY

Year \_\_\_\_\_

Living and Non-Living Objects / Cards					
Animals and Plants Classified Objects/Cards					

**ZOOLOGY** Chart/Objects/Cards Year \_\_\_\_\_

Vertebrates & Invertebrates Classified					
Five Classes of Vertebrates					
Parts of a Mammal					
Parts of a Fish					
Parts of a Bird					
Parts of a Reptile					
Parts of an Amphibian					
Five Classes of Invertebrates					
Parts of an Insect					
Parts of an Arachnid					
Parts of a Mollusk					
Parts of Echinoderms					
Parts of Crustaceans					
Sea Shell Matching					
Life Cycle of a Frog					
Life Cycle of a Butterfly					
Life Cycle of a Bird					
Life Cycle of a Human					
Dinosaurs					
Carnivorous – Herbivorous – Omnivores					
Viviparous & Oviparous Classified					

**BOTANY** Year \_\_\_\_\_

Fruits and Vegetables Classified / Charts					
Definition of a Fruit					
Definition of a Vegetable					
Parts of a Plant (live)					
Parts of a Tree					
Parts of a Leaf					
Parts of a Flower					
Parts of a Root					
Parts of a Seed					
Seeds Classified (grass & bean)					
Germination of a Seed					
Roots Classified					
Identification of Roots					
Parts of a Bulb					
Leaves Classified – Simple/Compound					
Identification of Simple Leaves					

Identification of Compound Leaves					
Flowers Classified					
Identification of Corollas					

## GEOLOGY

Year \_\_\_\_\_

Layers of the Earth					
Rocks Classified (sorting activity)					
Matching with chart					
Volcano					

## ASTRONOMY

Year \_\_\_\_\_

The Universe					
Wall Display Bulletin Board - Solar System					
Chart matching planets					
Matching cards					
Three-dimensional planets					

## GEOGRAPHY

Year \_\_\_\_\_

Layers of the Earth					
Continents of World Globe / Chart					
Oceans of World Chart					
Zones of World Chart					
Land/Water Globe					
Land/Water Forms					
Lake-Island					
Isthmus-Strait					
Bay-Cape					
Gulf-Peninsula					
Land/Water Pictures					
Political Maps & Control Charts					
Continents					
North America					
South America					
United States					



Columbus Day					
Thanksgiving Holiday					
Presidents of the USA					
Martin Luther King Day					
George Washington					
Abraham Lincoln					
Our current president					
The Story of Writing					
The Story of Paper					
Art History					
Time Line of the Famous Artists					
Matching cards					
Artist of the Month					
Music History					
Time Line of the Famous Composers					
Matching Cards					
Composers of the Month					
The Time Line of the Earth					
Plant Life					
Animal Life – Dinosaurs					
Human Life					
The Time Line of Man on Earth					
Needs of Man Curriculum					
Dwelling					
Clothing					
Transportation					
Protection					
Spiritual					

## ECOLOGY

Year \_\_\_\_\_

General					
Biomes of a Continent					
Ecosystems					
Interdependencies of Plant, Animal, & Human Life					
<b>ART PREPARTATION &amp; EXPRESSION</b>					

Cutting Exercises					
Straight Line					
Chevron Line					
Curved Line					
Punching Activity					
Gluing Activity – Free Expression					
Crayon Activity					
Pencil Activity					
Water Color Activity					
Holiday Art Activity					
Collage Varied – Free Art					
Easel Use					
Painting					
Drawing					

