# Adult Learner Handbook

## Modern Montessori Teacher Education College
## Ages Elementary I /I-II Program

MODERN MONTESSORI
TEACHER EDUCATION COLLEGE

## This handbook covers the school year-July 1, 2025-Aug 1, 2026


*Main Training Site: 2635 Chestnut Hill Drive*
*Sacramento, CA 95826*
*Mailing Address: 2730 Caldwell Court*
*Sacramento, CA 95826*
*EMail- ModernMontessoriTEC@gmail.com*
*(916) 885-8530*
*Website: ModernMontessoriTEC.Co*
*Website-ModernMontessoriTEC.com*
*Melanie Brown, M.Ed., Executive Director of Curriculum and Instruction*
*Katey Dodd, M.Ed., Director of Operations*


*** References to the American Montessori Society throughout this document are solely to indicate that those standards and requirements are being followed, and in no way imply AMS affiliation at this time.*

Accreditation with the Montessori Accreditation Council for Teacher Education
Affiliated with the American Montessori Society

AMERICAN MONTESSORI SOCIETY
education that transforms lives
Affiliated Teacher Education Program

MONTESSORI ACCREDITATION COUNCIL FOR TEACHER EDUCATION

# Elementary Student Learner Handbook

## Table of Contents:


Program Information **4**
- Mission Statement, Vision, and Values: 4
- Modern Montessori Teacher Education College History and Goals: 4
- Online Educational Requirements: 6
- Distinguishing Characteristics of Modern Montessori Teacher Education College 6
- Admission Criteria: 7
- Academic Advising: 7
- Program Fees / Tuition: 8
- Financial Aid / Scholarships: 8
- Adult Learner/Teacher Education Program Responsibilities: 9
- Support Services: 10
- Non-Discrimination Policy: 10
- Refund Policy: 10
- Withdrawal Policy: 11
- Course Cancellation Policy: 11
- Transfer Policy: 11
- Code of Conduct: 12
- Attendance Policy: 12
- Continuing Student Enrollment 13
- Dismissal Policy: 13
- Continuation and Extension Policy: 14
- Professional Development Policy: 14
- Grievance Policy: 15
- Student / Teacher Ratio: 15
- Orientation: 15
- Code of Ethics, AMS: 16
- General AMS Policies: 17
- AMS Credential Requirements and Admissions: 18
- Placement / Employment Opportunities: 18
- Confidentiality / Transcripts / Record Retention: 18

Course Components **19**
- Program Components: Elementary 19
  - Course Components: Foundational and Core Courses; Practicum/Student Teaching 21
- Course Descriptions: 22

Instructional Methods: 28
MACTE Competencies: 32
Course Component IV 33
Evaluation and Certification Assessment: 34
Course Objectives: 35
Grading Policy and Transcripts: 38
Faculty and Evaluation Form 39
Receipt of the Elementary Student Handbook: 44

Modern Montessori Teacher Education College (MMTEC) provides the Northern California region with a Certified Montessori Teacher Education Program that maintains the highest standards of instruction and scholarship, while promoting a comprehensive pedagogy built around Montessori philosophy and curriculum. MMTEC is a home-based program that provides an authentic Montessori Teacher Education Program using a technology platform. In this way, teachers from all around the world have the opportunity to receive a quality Montessori Teacher education.

This handbook will help guide the students through all aspects of the 6-12 certification program. It will provide all course outlines, descriptions, assignment components, and assessments.

---

# Program Information

## Mission Statement, Vision, and Values:

### Our Mission:

The mission of the Modern Montessori Teacher Education College is to provide a quality 21st century program for adult learners who will feel inspired to become professionals in the field of elementary Montessori education through mastering a modern program.

### Our Vision:

The vision of the Modern Montessori Teacher Education College is to maintain the authentic, didactic, holistic program developed by Maria Montessori while integrating 21st century methodology in order to reach teachers locally and internationally.

### Our Values:

- ★ Foster a culture of equity in the prepared environment through discovery and sensory based learning,
- ★ Support independence and freedom of choice, thus securing a love for life long learning as education is life itself.
- ★ Taking on a primary role of service to the child through observation, knowledge and preparation of environment
- ★ Manifest a program that incorporates the Montessori Spiral Curriculum by showing its connections throughout the 4 planes of development.
- ★ Reveal the connections of the Montessori curriculum with the Depth of Knowledge framework and Common Core Standards.
- ★ Communicate the goal of respecting the child through the Montessori methods, pedagogy, and Love and Logic.
- ★ Present the Montessori curriculum and pedagogy with authenticity and present the rationale behind the science and purpose of the lessons.

## Modern Montessori Teacher Education College History and Goals:

Modern Montessori Teacher Education College (MMTEC) provides the Northern California region and beyond with a Certified Montessori Teacher Education Program that maintains the highest standards of instruction and scholarship, while promoting a comprehensive pedagogy built around Montessori philosophy and curriculum. MMTEC is a program that incorporates synchronous and asynchronous learning using 21st century technology.

MMTEC was created in 2021 out of an abundant need to offer a quality Teacher Education Program to the educators of young children in the Sacramento region and beyond. The closest TEP programs are 56, 84 and 96 miles away from Sacramento. The local and international need for Montessori trained teachers, coupled with the desire to offer children in our world the beauty that is Montessori, fostered the creation of the program. Furthermore, the recent pandemic helped us to develop modern practices to teach in the digital world.

The goal of this Teacher Education Program is to provide quality instruction to those individuals wishing to become Montessori teachers and, further, to provide instruction in an atmosphere of inspiration, helpfulness, sincerity, and respect for the individual. Modern Montessori Teacher Education College serves those seeking to work with children in a Montessori environment. The job category we aim to prepare adult learners for is 25-2050.

Nestled in the heart of Sacramento, our facility is a school that supports over 400 students during the school year. It has a multi-purpose room, two playgrounds, a garden, and 23 classrooms. Its air conditioned and heated classrooms serve a multi-purpose of educating children during the school year and adult learners during the summer. The completey outfitted classrooms contain all Montessori materials for the 6-12 aged classroom and comfortable appropriate furniture for multi-aged levels.

The program is built around the practices and philosophy of Maria Montessori, providing a nurturing environment to develop order, independence, coordination and concentration to all students, while providing an enriching and creative outlet to foster a lifelong love of learning.

To provide complete and fully accredited courses in Montessori Teacher Education through the Modern Montessori Teacher Education College, Elementary I and I/II.

## Core Practices of a High Quality Teacher Education Program:

1. **Cosmic Education** provides the framework for each individual to answer the question, “Who am I and why am I here?” Teacher education of all levels mirrors the underpinnings of cosmic education with consistent attention to repeated and expanding experiences leading to an appreciation of the web of relationships that is the universe, through an understanding of:

- ➔ the interconnectedness of all things
- ➔ wonder and respect for the living and nonliving world
- ➔ nurturing the spirit of the child
- ➔ indirect and direct preparation of each activity
- ➔ sequencing based on whole-to-part-to-whole pathway
- ➔ integrated spiral curriculum
- ➔ awareness that the universe is an evolving, self-organizing force that offers many possibilities and is impacted by our actions.

2. **Transformation of the Adult** is an essential outcome of the teacher education course, with an emphasis on spiritual preparation, service to humanity, and the attitudes and dispositions inherent in the philosophy

3. **Education for Peace** is the ultimate task of Montessori education. Intentional, peaceful communities of learners cultivate: respect for all humanity, appreciation of world cultures, and the valuing of diversity, social justice, and equality. These communities exercise trust and peaceful ways of addressing conflict and working together.

4. **Respect** for oneself, others, and for the environment is fostered in all interactions.

5. **The Prepared Environment** fosters teaching and learning through interactions with individuals and materials at the level of the course.

6. **Constructivist Theory** applies to all levels of Montessori education. Individuals of different ages actively construct knowledge through enriching interchanges and experiences with others and the physical environment.

7. **Modeling** movement, choice, peer teaching, dispositions, commitment to service, and reflective practices by teacher educators and mentors occurs so adults observe and experience Montessori theory in action.

8. **Observation** is of vital importance to the teaching and learning process. Teacher education programs communicate the necessity to develop increasing observation skills in one’s own classroom and other classroom environments.

**9. Recordkeeping** documents the on-going observations and learning outcomes that become the basis for future planning.

9. **Assessments** are part of the teaching and learning cycle. Various formats meet learners where they are and guide them forward to meet the competencies of an effective Montessori teacher.

10. **An Extended Practicum Phase** provides the adult learner with a teaching and learning experience under the guidance of a mentor. Observation, specific feedback, internalization, and further study guides Montessori theory into practice.

11. **The Continuum of Development** across time, place and culture is honored through equal appreciation of all program levels who learn from each other and respect the contributions of Montessori pioneers, leaders, and practicing and aspiring teachers.

12. **Lifelong Learning** is inspired by the teacher education program as part of the on-going personal and professional journey of learning, growing, observing, reflecting and researching.

# Online Educational Requirements:

## Distinguishing Characteristics of Modern Montessori Teacher Education College

HyFlex teaching - Modern Montessori Teacher Education College offers a HyFlex course design model using a Course Management System along with partnering using the Google Suite and Classroom platforms for adult learning and portfolio development. The components of hybrid learning will be performed and carried out in a flexible course structure that offers students varied options such as attending sessions on Zoom, participating online, and/or doing both. Throughout the elementary teacher education program, adult learners will be informed based on the course syllabus as changes will occur regarding mode of attendance weekly or by topic, according to need and/or program preference.

MMTEC incorporates synchronous and asynchronous instruction and learning. It is the intention to serve and meet the holistic and academic needs of all adult learners to become professional educators. This program offers strong cohort building components to support like-minded learners through the understanding of the Montessori philosophy and curriculum, to the prepared environment, development, and implementation for children 6-12. The online component allows for distance learning at its finest! The program builds on the Montessori principles; order, concentration, coordination, and independence that fosters growth in physical, emotional, social, and cognitive development. The training demonstrations will occur through movement, choice, interest, peer tutoring ---- with the adult becoming the dynamic link between the prepared environment and the interest of the child (Montessori, 1967).

Synchronous and Asynchronous Learning:

Synchronous learning refers to all types of learning in which learner(s) and instructor(s) are online, at the same time (Face to Face, and/or online via video conferencing), in order for learning to take place. This includes live online meetings when the whole class or smaller groups get together. All instruction will be delivered in English; the adult learner will need to be profiecient in English and provide support documentation, such as one from the United Staes Foreign Service Language Rating System. According to the ACTFL Language Levels, adult learners will show advanced, superior, or distinguished levels of English proficiency determined by graduation from a accredited college or any other alternative language proficiency exam and approved by directors.

Asynchronous learning is a general term used to describe forms of education, instruction, and learning that do not occur in the same place or at the same time, although they can be on ground, face to face, or online via video conferencing. The adult learner who registers for the program must be the same adult learner who participates in and completes the course and receives the academic credit.  The identity of the adult learner will be verified by secure log ins and passcodes.

For each fall and spring terms 1 and 2, both full time synchronous and asynchronous work will take place. Each course shall synchronously meet weeks 1, 2, 3, 5, and 8 while all other meetings will be asynchronous, Distance Education portion learning will begin, with simultaneous practicum.

The Professional Learning Community (PLC) that you join, will be created during the asynchronous weekly sessions beginning at the start of week 2 and will be composed of your collaboration cohort professional learning community.

If for whatever reason, you are absent and unable to attend the weekly class and/or your PLC weekly meeting, you are expected to watch the recording and be accountable to your role regarding individual assignments and to the responsibilities set by the instructors and delegated to each member in the PLC.

The adult learner is required to have a laptop with proficient internet that meets the syllabi technology specifications. Full access and MTCS support is available to all enrolled adult learners. During online synchronous and asynchronous video conferencing, it is expected that audio and visual cameras be on in that Montessori discussion and materials are sensory based and require visual observation by all concerned. If for any reason, internet capabilities are such that audio is compromised, a discussion shall be had to make other arrangements.

## Approval / Accreditation / Affiliation Disclosure:

Modern Montessori Teacher Education College is a private institution with initial approval to operate pursuant to the California Bureau for Private Postsecondary Education Act of 2009 (CEC) and Title 5 of the California Code of Regulations (5CCR). The BPPE's approval means that the institution and its operation comply with the standards established under the law for occupational instruction by private postsecondary educational institutions. Institutional approval must be re-approved every five years and is subject to continuing review.
Modern Montessori Teacher Education College has an affiliation status for its Elementary Teacher Education Course with the American Montessori Society, AMS (www.amshq.org), and accreditation by the Montessori Accreditation Council for Teacher Education, MACTE (www.macte.org).

## Admission Criteria and Non Discrimination:

Modern Montessori Teacher Education College is an equal opportunity program. It rejects discriminatory practices and is open to all persons who are at least 18 years of age, a high school graduate and who are able to benefit from the instruction offered. All applications are considered without regard to race, color, creed, national origin, ancestry, sex, gender, gender identity, gender expression, age, sexual orientation, political beliefs, political activities, political affiliation, marital status, medical condition, disability, and/or religion. A High School Diploma or equivalent is required, it is optimal if the applicant has some previous experience with young children, but not expected. Success in college level courses requires effective reading, writing and math skills. Proficiencies in these basic skills are required and may be verified by high school or college transcripts. Applicants with a degree from a university outside of an accredited US institution must submit documentation from a recognized credential evaluation service to show equivalence to a US bachelor's degree.

The adult learner will have a personal interview with the Director of the program prior to enrollment. During the interview, the applicant will complete a written paragraph on the student learner's interest in Montessori Education. To the discretion of the Program Director, the adult learner will take the Adult Basic Skills Assessment (TABE, McGraw-Hill), the test will be hand-scored by the Director of the Program.

Modern Montessori Teacher Education College reserves the right to counsel an individual prior to admission of the teacher preparation program.

## Academic Advising:

For certification purposes, in addition to this requirement, all students must pass the academic coursework by examination. This exam is credited toward your formal entrance and continuance to the course and entrance to the student teaching.

### Admission Requirements:

1. Interview with one of the Directors
2. Completed application.
3. Registration Fee ( non-refundable )
4. Two letters of recommendation (one professional and one personal).

5. Written or video presentation which states how and when the individual acquired knowledge on Montessori, shows current basic knowledge of the Montessori Method of Education, explains the reasons for the applicant's desire to enroll in the program, as well as future goals.
6. Copies of other credentials / transcripts

## Program Fees / Tuition: Schedule of Total Charges for Period of Attendance

| | **Elementary I and I/II** |
|---|---|
| **Application** | Elementary I $150 Elementary 1-II $ 200.00 |
| **Tuition** | Elementary I $7,040 (44 units)<br>Elementary I-II $8000.00 (50 units) |
| **Books & Materials****<br>● **6-12 curriculum albums**<br>● ***5+ textbooks across all subjects*** | Elementary I $666.00<br>Elementary I/II $ 948.00 |
| ***Out of State Travel Fee*** | ***$500*** |
| **Certification Fees** | Elementary I $300/ Elementary I/II $ 500.00 |
| **MACTE / AMS Affiliation Fees*** | Elementary I $300/ Elementary I/II $425.00 |
| Non Refundable STRF Fee | $0 |
| **TOTAL** | EL I/II $10,500.00 |

* Tuition is based on a rate of $160.00 per unit ** Approximate cost ***Prices subject to change without notice.
****Non US Applicants prices vary on travel costs

*Adult learners who take extended time past the 13-month program will assume continued AMS Affiliation Fees

*Total charges for this period of attendance..$160 per unit…estimaed total charges for total educational program..$10,570.*

The application fee for full time students is due at the time of enrollment. Full time students may make their tuition payments on a monthly payment schedule. The monthly payment plan is established each semester and requires 25% of the semester tuition due upon enrollment with the balance divided over the following four months of the semester. If you choose the full time student payment plan, your tuition will include a 15% interest fee.

The application fee for part time students is due at time of enrollment. If a part time student is taking several units during a semester and wishes to make tuition payments, a payment schedule may be established on an individual basis. If a payment plan is used, the part time student will be expected to pay 25% of the total tuition one week before the class begins. The remaining tuition will include a 15% interest fee and will be divided into monthly payments.

*This institution does not have a pending petition in bankruptcy and is not operating as a debtor in possession, has not filed a petition within the last five years, and has not had a petition in bankruptcy filed against it within the preceding five years.*

## Financial Aid / Scholarships:

Modern Montessori Teacher Education College does not participate in Federal and or State Financial Aid programs. This institution currently does not have available sponsored programs, government or otherwise, to provide grants or to pay for portions of tuition fees.

Partial scholarships are available through the American Montessori Society. Check the AMS website at www.amshq.org for guidelines and application information.

Modern Montessori Teacher Education College does offer full time students to make their tuition payments on a monthly payment schedule. The monthly payment plan is established each semester and requires 25% of the

semester tuition due upon enrollment with the balance divided over the following four months of the semester. The application fee for full time students is due at the time of enrollment.

If a part time student is taking several units during a semester and wishes to make tuition payments, a payment schedule may be established on an individual basis. If a payment plan is used, the part time student will be expected to pay 25% of the total tuition one week before the class begins.

If the adult learner chooses to take out a loan for this program, they will have to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the adult learner receives federal student aid funds, the adult learner is entitled to a refund of the monies not paid from federal aid funds.

# Adult Learner Responsibilities:

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

1. Enroll only out of a need and desire to learn rather than a wish to manipulate the course for other ends.
2. Be informed—by reading the information disseminated by the course.
3. Take an active part in planning and executing the course of study within the context of stated requirements and existing institutional resources
4. Continually self-monitor academic progress.
5. Attend class and participate in other learning activities, come prepared, and complete assignments on time
6. Embrace the principle of academic honesty.
7. Respect the freedom of the program's staff to inquire, publish, and teach.

In the area of finances, the adult learner accepts the responsibility to:

1. Be informed—about the full cost, refund policies, and financial stability of the program by reading published statements on fees and policies and by contacting the program director and/or administrators with any question.
2. Read and fully comprehend contracts before signing them, and keep a copy of all contracts and receipts.
3. Understand tuition costs completely and accurately.
4. Satisfy financial obligations to the program in a timely fashion.

In the area of admissions, the adult learner accepts the responsibility to:

1. Be knowledgeable about other available courses/programs to ensure that enrollment is based on an informed decision.
2. Represent oneself honestly in applying to the program.

Complete the application process promptly by submitting requested materials and fulfilling prerequisite requirements.

# Teacher Education Program Responsibilities:

In order to preserve and protect the rights of student learners, the teacher education program makes a commitment to the following responsibilities.

In the area of academics, the TEP will:

1. Emphasize quality in every aspect of course delivery.
2. Award credit when and where it is due, in accordance with published standards.
3. Maintain clearly stated written policies for accepting transfer credit from other institutions, in accordance with AMS policies.
4. Disclose accurate information about the recognition and acceptance of credit for this course by other institutions.
5. Ensure fair and reasonable academic evaluation with grades and evaluations that are meaningful, timely, and based on quality of adult learners performance. The TEP will maintain transcripts or records of grades in accordance with state/local requirements, and guarantee confidentiality and adult learners access to records.
6. Award certifications when merited, and inform adult learners regularly of academic progress. The TEP will recommend a candidate for credentialing by AMS after all stated requirements are satisfied.
7. Offer quality instruction through instructors who have appropriate preparation and expertise in accordance with AMS requirements, are up to date in their fields, meet according to the published schedule, come to class prepared, and are available to adult learners outside of class.Describe course requirements in clear, specific, and accurate terms in written form, and ensure that requirements are educationally meaningful.
8. Notify adult learners of unusual features of the course that cannot be readily anticipated.

9. Offer coursework that follows the published catalog description.
10. Embrace the principle of academic honesty.
11. Publish causes for dismissal in clear and specific form, and dismiss an adult learner only for appropriate cause and after due process.

In the area of advertising, the TEP will:

1. Publish advertising that is accurate, reliable, up to date, clear, and concise.

In the area of finances, the TEP will:

1. Assess reasonable tuition and provide timely notice of annual increases.
2. Inform potential adult learners of sources of financial aid.
3. Employ fair and accurate published refund policies.
4. Charge fair and reasonable fees for infractions such as breaking equipment or non-return of library books.
5. Keep accurate records of fees paid by each student learner.
6. Inform adult learners about financial instability in the event such a condition exists.

In the area of admissions, the TEP will:

1. Provide published policies on the admission process.
2. Give prospective adult learners an accurate overview of the course, encouraging them to visit the facility in order to meet with staff and current adult learners to provide additional detail.
3. Maintain clear and specific policies on the availability of job placement services.

In the area of supporting the adult learner in the Practicum Phase, the TEP will:

1. Ensure that the practicum site is an AMS member school.
2. Confirm that the practicum site has a written non-discrimination policy for both children, adolescents, and staff.
3. Make sure the site meets all local, state, and federal guidelines.
4. Understand the practicum site's policies on communication with MMTEC and the adult learner.
5. Be sure the practicum site provides the adult learner a job description.
6. Establish a 2-way communication between the practicum site and MMTEC regarding all matters related to the practicum.
7. Protect the adult learner to make sure they are not being asked to conduct services outside their job description such as janitorial services or after school care.
8. Ensure that the site provides the adult learner with a class of multi-aged students.
9. Be sure the site provides appropriate materials for the students.
10. Make sure that there is a supervisor for the adult learner.

MMTEC will monitor the above practicum site standards by conducting an interview with the site supervisor to build rapport and ask questions accordingly. Together, we will fill out a site agreement.

Since the purpose of the practicum is to offer the adult learner the opportunity for practice with the information and insights acquired during the academic phase, at least 90% of the academic contact hours for the level (not including assessment) must be completed prior to the end of the practicum experience.

## Support Services:

Modern Montessori Teacher Education College Directors, Instructors, Practicum Coordinators and Field Consultants provide academic advising and counseling to students as needed. Modern Montessori Teacher Education College does not offer any health care services but does maintain a listing of emergency numbers and local hospitals.

MMTEC does not have dormitory facilities. The availability of housing is near our facility can be found online. Adult learners have found their stays in nearby AirBNB's satisfactory at an approximate rate of $75 per night. MMTEC assumes no responsibility to find or assist adult learner in finding housing. The closest and recommended hotels are as follows. Monthly rent at these facilities is approximately $2,250-$2,500.

*The Comfort Inn and Suites: Sacramento University*
*21 Howe Avenue*
*Sacramento, CA 95826*
*(916)379-0400*
*$120-$140 per night*

*The Hampton Inn and Suites at CSUS*
*1875 65th Street*
*Sacramento, CA 95819*
*(916) 451-1135*
*$100-$120 per night*

## Non-Discrimination Policy:

Modern Montessori Teacher Education College Education Program adheres to a policy of non-discrimination. All applications are considered without regard to race, sex, orientation, age, disability, and/or religion.

## Refund Policy/Student Tuition Recovery Fund Information

The enrolled student has the right to a full refund of all tuition charges if the enrollment agreement is canceled before or on the first day of instruction (minus the registration, materials, and association fees which are non-refundable).

The Student Tuition Recovery Fund (STRF) is a fund administered by the Bureau for Private Postsecondary Education (Bureau) that relieves or mitigates economic loss suffered by a student while enrolled in a qualifying institution - generally, one that is approved or registered by the Bureau. At the time of his or her enrollment, the student must have been a California resident or enrolled in a California residency program, prepaid tuition, and suffered economic loss. Current STRF Assessment Fee $0 per $1,000 institutional charges.

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. 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."

It is important that you keep copies of your 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 the Bureau for Private Postsecondary Education, 1747 North Market Blvd., Suite 225, Sacramento, California, 95834, (916) 574-8900 or (888) 370-7589

CCR section 76130(a)(1) states, "A qualifying institution shall collect the assessment from each student in an educational program at the time it collects the first payment from or on behalf of the student at or after enrollment. The assessment shall be collected for the entire period of enrollment, regardless of whether the student pays the institutional charges in increments."

CCR section 76130(a)(1) states, "A qualifying institution shall collect the assessment from each student in an educational program at the time it collects the first payment from or on behalf of the student at or after enrollment. The assessment shall be collected for the entire period of enrollment, regardless of whether the student pays the institutional charges in increments."

CCR section 76130(a)(2), "The assessment to be collected from a re-enrolling student shall be limited to any amount that is due after crediting any prior assessment amount paid by the student. The enrollment agreement shall clearly identify any prior STRF assessment paid by the student."

CCR section 76020(a) states, "The fund exists to relieve or mitigate economic losses suffered by a student while enrolled at a qualifying institution, who at the time of enrollment is or was a California resident or was enrolled in a California residency program, if the student enrolled in the institution and the student or a third-party payer, prepaid tuition, paid or is deemed to have paid the assessment and suffered economic loss as a result of any of the conditions specified in section 94923 of the Code or due to an institution losing its eligibility to receive a third-party payer benefit such as Cal Grant, Pell Grant, or veterans' financial aid programs under Title 38 of the Code of Federal Regulations; 5, CCR section 76130(a)(1) states, "A qualifying institution shall collect the assessment from each student in an educational program at the time it collects the first payment from or on behalf of the student at or after enrollment. The assessment shall be collected for the entire period of enrollment, regardless of whether the student pays the institutional charges in increments."

CEC section 94909(a)(14) states an institution shall provide a prospective student, either in writing or electronically, with a school catalog containing, among other things, "A description of the student's rights and responsibilities with respect to the Student Tuition Recovery Fund. This statement shall specify that it is a state requirement that a student who pays his or her tuition is required to pay a state-imposed assessment for the Student Tuition Recovery Fund. This statement shall also describe the purpose and operation of the Student Tuition Recovery Fund and the requirements for filing a claim against the Student Tuition Recovery Fund."

The STRF Assessment Fee is only refundable when an institution provides a full refund pursuant to CEC section 94919 or CEC section 94920.

“The Office of Student Assistance and Relief is available to support prospective students, current students, or past

students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling 888-370-7580) or by visiting (www.osar.bppe.ca .gov).”

## Dismissal/Withdrawal Policy:

The enrolled student may withdraw (or be dismissed) from the course after instruction has started and receive a pro-rata refund for the unused portion of the tuition and other refundable charges if they have completed 60% or less of the instruction. For example, if you completed only 30 hours on a 90-hour course and paid $300.00 tuition, the student would receive a refund of $200.00. The school will also refund money collected from a third party on the student's behalf.

The transferability of credits you earn at Modern Montessori Teacher Education College is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the certificate you earn in Elementary I, Elementary I-II is also at the complete discretion of the institution to which you may seek to transfer. If the certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Modern Montessori Teacher Education College to determine if your certificate will transfer.

Refund / Withdrawal / Course Cancellation Policies:

Refund Policy:
The enrolled student has the right to a full refund of all tuition charges if the enrollment agreement is canceled before or on the first day of instruction (minus the registration and association fees which are non-refundable).

Withdrawal Policy:
The enrolled student may withdraw from the course after instruction has started and receive a pro-rata refund for the unused portion of the tuition and other refundable charges if they have completed 60% or less of the instruction. For example, if you completed only 30 hours on a 90-hour course and paid $300.00 tuition, the student would receive a refund of $200.00. The school will also refund money collected from a third party on the student's behalf.

Course Cancellation:
If the school cancels or discontinues a course or educational program, the school will make a full refund of all charges. Refunds are paid within 45 days of cancellation or withdrawal.

**NOTICE OF REFUND PROVISIONS. "THE BUYER'S RIGHT TO CANCEL"**
**STUDENT: THIS NOTICE IS IMPORTANT. PLEASE KEEP THIS INFORMATION FOR YOUR RECORDS.**

**Cancellation of Agreement § 94318**
You have the right to cancel this agreement for a course of instruction including any equipment such as books, materials and supplies or any other goods related to the instruction offered in this Agreement, until midnight of the fifth business day after the first class you attended. Business day means, except for home study or correspondence, a day on which you were scheduled to attend a class session.

Cancellation shall occur when you give written notice of cancellation at the address of the School shown on the top of the front page of this Agreement. You can dothis by mail, hand delivery, or telegram. The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with postage prepaid.

The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that you longer wish to be bound by this Agreement. You will be given two notice of cancellation forms to use at the first day of class, but you can use any written notice that you wish.

If the School has given you any equipment, including books or other materials, you shall return it to the School within 30 days following the date of your notice of cancellation. If you fail to return this equipment, including books, or other materials, in good condition within the 30-day period, the School may deduct its documented cost for the equipment from any refund that may be due to you. Once you pay for the equipment, it is yours to keep without further obligation.

If you cancel this agreement, the school will refund any money that you paid, less any deduction for equipment not timely returned in good condition, within 30 days after notice of cancellation is received.

**Withdrawal from Course- Refund of Tuition 94318 (Subsection d)**
You have the right to withdraw from a course of instruction at any time. If you withdraw from the course of instruction after the period allowed for cancellation of the agreement, which is until midnight of the fifth business day following the first class you attended, the school will remit a refund less a registration fee, if applicable, not to exceed $75.00 within 30 days following your withdrawal. You are obligated to pay only for educational services rendered and for unreturned equipment. The refund shall be the amount you paid for instruction multiplied by fraction, the numerator of which is the number of hours of instruction which you <u>have not received</u> but for which you have paid, and the denominator of which is the total number of hours of instruction for which you have paid. If you obtain equipment, as specified in the agreement as a separate charge, and return it in good condition within 30 days following the date of your withdrawal, the school shall refund the charge for the equipment paid by you. If you fail to return the equipment in good condition, allowing for reasonable wear and tear, within this 30-day period, the school may offset against the refund the documented cost to the school of that equipment. You shabe liable for the amount charged, and the amount the school has charged in the contract. In any event, you will never be charged for more than the equipment charges stated in the contract. For a list of these charges, see the list on the front of this page.

IF THE AMOUNT THAT YOU HAVE PAID IS MORE THAN THE AMOUNT THAT YOU OWE FOR THE TIME YOU ATTENDED, THEN A REFUND WILL BE MADE WITHIN 30 DAYS OF WITHDRAWAL. IF THE AMOUNT THAT YOU OWE IS MORE THAN THE AMOUNT THAT YOU HAVE ALREADY PAID, THEN YOU WILL HAVE TO MAKE ARRANGEMENTS TO PAY IT.

**94316.20.NOTICE OF STUDENT RIGHTS;**
**RIGHT TO CANCEL CONTRACT**

(a) When a person executes an agreement obligating that person to pay any money to an institution for a course of instruction or related equipment, the institution shall provide the person with a document containing only the following notice:

Calculation of Refund:
**Hypothetical Refund Example:**
Assume that a student, upon enrollment in a 400-hour course, pays $2,000.00 for tuition, $100.00 for registration, and $150.00, documented cost to school, for equipment as specified in the enrollment agreement and withdraws after completing 100 hours without returning the equipment he/she obtained. The pro-rata refund to the student would be %1518.75 based on the calculation stated below. If the student returns he equipment in good condition within 10 days following his/her withdrawal, the school shall refund the charge for the equipment paid by the student.

| | | | |
|---|---|---|---|
| $2100 amount paid for instruction ($2000 tuition plus $100 registration) | -$75 registration fee (amount school may retain) | x 300 hours of instruction paid for but not received 400 clock hours of instruction for which the student has paid | = $1,518.75 initial refund (deduct $0 for documented cost of unreturned equipment) |

= $1,518.75, Actual refund amount

If the student returns the equipment in good condition, allowing for reasonable wear and tear, the actual refund to the student would be $1,668.75 ($1,518.75 plus $$150.00).

**Enrollment Agreement continued...**

For the purpose of determining the amount you owe for the time you attended, you shall be deemed to have withdrawn from the course when any of the following circumstances occur:

a. You notify the school of your withdrawal on the actual date of withdrawal.
b. The school terminates your enrollment.
c. You fail to attend classes for a three-week period. In this case, the date of withdrawal hall be deemed to be the last date of recorded attendance.
d. You fail to submit three consecutive lessons or you submit an incomplete lesson required for home study or correspondence within 60 days of its due date.

If any portion of your tuition was paid from the proceeds of a loan, then the refund will be sent to the lender or to the agency that guaranteed the loan, if any. Any remaining amount of refund will first be used to repay any student financial aid programs from which you received benefits, in proportion to the amount of the benefits received. Any remaining amount will be paid to you.

## STUDENT TUITION RECOVERY FUND

If the school closes before you graduate, you may be entitled to a refund:

STATE OF CALIFORNIA
STUDENT TUITION RECOVERY FUND
Bureau for Private Postsecondary Education
2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833
P.O. Box 980818, West Sacramento, CA 95798-0818
1-888-370-370-7589
bppe@dca.ca.gov

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

## Course Cancellation Policy:

If the school cancels or discontinues a course or educational program, the school will make a full refund of all charges. Refunds are paid within 45 days of cancellation or withdrawal.

# Transfer Policy:

## Transfer between AMS affiliated programs:

For transfer of a current adult learners from one AMS-affiliated teacher education program to another AMS-affiliated teacher education program:

The candidate must:

- Be within the three-year time limit following the original academic phase.
- Be a current member of AMS.

The new TEP must:

- Review and evaluate previously completed academic and practicum work, and consider the cost of the review.
- Notify the prospective adult learners in writing with the fees and time required to complete all transfer requirements.
- Contact the original program to determine if the adult learner is in good standing, including fulfillment of financial obligations.
- Submit the AMS Transfer Form in addition to the AMS Credential Recommendation Form.

## Transfer from other teacher education programs recognized by AMS:

Transfer of contact hours and or credits from teacher education programs recognized by AMS (AMI, NCME, and MACTE accredited programs) are considered with verification of the following documentation. This procedure is only available to those who enroll and attend an AMS Full Affiliate program at its main site or its AMS-affiliated/MACTE-accredited additional location(s). MMTEC has not entered into articulation or transfer agreement with any other college or university.

www.bppe.ca.gov

The candidate must:

- Have a degree in keeping with AMS credential requirements
- Be a current AMS member, or be registered as an student learner

The new TEP must:

- Review and evaluate the credential and portfolio of the candidate; utilize proficiency pretesting to plan a program of study
- Determine the minimum requirements of the academic phase that the candidate must take to fulfill AMS qualifications
- Require all candidates take Montessori philosophy and theory from the program that will issue the credential recommendation
- Determine that practicum requirements of the candidate meet the requirements of an AMS-affiliated teacher education course practicum
- Assess and evaluate proficiency as required by the AMS-affiliated teacher education program
- Meeting all the requirements of the AMS-affiliated teacher education program recommending the adult learner for an AMS credential
- Submit the AMS Transfer Form in addition to the AMS Credential Recommendation Form

Transfer from TEP not recognized by AMS:

# Code of Conduct:

Code of Conduct – Students are expected to conduct themselves with dignity and respect for faculty staff of the program, supervising teachers, administrators and other staff at their student-teaching sites. They are also to be aware at all times that it is a privilege to be working with children and are to treat the children and individuals who allow them this privilege with great respect. Improper social conduct will be considered evidence of unsuitability to be a Montessori teacher and will therefore be grounds for dismissal.  This includes but is not limited to inappropriate social media conduct, substance abuse, and confidentiality breach. In addition, we will not speak poorly about other training centers.

# Attendance Policy:

Attendance Policy – Attendance is required at all scheduled sessions of the Course Components for Fall and Spring semesters and during the student teaching year. The specific start date is June 1, 2025 and the specific end date is August 1, 2026. Ten percent unexcused absence is grounds for dismissal from the program. Students are responsible for making up work covered during their absence.

For the Hyflex online learning program, attendance will be measured based on video conferencing audio transcripts, course management system ( CMS ) / Canvas module participation; such as discussion board responses and assignment submissions.

A leave of absence must be communicated and approved in writing between the adult learner and directors.

Expect an approximate one-week turn-a-round in grading assignments.

*Attendance is counted with engagement hours on Canvas as analyzed by administrator reports.  Furthermore, attendance is counted with work completion.  Failure to complete the coursework without MMTEC approval by the course due date will result in a failing grade.  Adult learner must petition to compelte the coursework after the due date if not previously approved by directors.*

# Continuing Student Enrollment

For continuous enrollment, students must meet these standards:

I. Continuing Academic Requirements:
   A. Maintain passing grades in all written work.
   B. Attendance is 90% of the scheduled hours for all classes.
   C. All assignments in the Course Component I and all practice hours must be completed.
   D. If over 10% of the scheduled hours of Course Component II are missed, the student must make up the specific lessons missed by attending those classes the following year, by attending comparable classes designated by the Director.

II. Continuing Practicum Requirements:
   A. Possess a consistent positive attitude toward students and staff.
   B. Maintain regular attendance hours.
   C. Demonstrate the ability to manage children - both small groups and in a complete classroom.
   D. Be willing to do his/her share of classroom environment upkeep and preparation.
   E. Work cooperatively with the supervisory teacher, the administration and parents.
   F. Follow the Professional Code of Ethics described in the Student Handbook and School Employee Policy Manual
   G. Pass National Exam - 70% or better
   H. Pass Oral and Written Exams over Philosophy and Materials

   ** Inability to perform appropriately to any of the above criteria could result in the student being dropped after proper consultation and plan of correction not followed.
   ** If all work is not completed within 2 years of the final day of the Academic Workshop, students will be dropped or requested to pay an additional $300.00 yearly extension fee.
   The supervising teacher must be in at least the second year of teaching as the official lead teacher or co-teacher at the level of instruction after receipt of the Montessori credential.

# Dismissal / Probation Policy:

It is the policy of the Teacher Education Program to assist students having difficulties whenever possible. However, there may be times when a student elects not to follow the principles of the program. If a student is having continuous unresolved problems, the TEP Director will send a letter to the student notifying him/her of the problem and a time limit for remediation of the problem.

1. Regular evaluations will be given regarding performance to assure compliance is satisfactory.
   a. A plan of correction must be stated and discussed verbally and in writing with students when performance is not satisfactory.
   b. Students have 30 days to comply.
   c. If a student fails to comply - student is subject to being dropped.
2. All reasonable avenues of aid should be administered to help the student to complete the course, ie, professional psychological counseling, career counseling, medical physical exam, etc.
3. Grounds for dismissal include:
   a. Excess of 10% unexcused absences during the academic workshop or during the student teaching year.
   b. Failure to complete assigned projects and assignments to meet the due dates.
   c. Continuous unsatisfactory progress towards the objectives of the course as evaluated by the administration.
4. Grounds for immediate dismissal:
   a. Drinking on job
   b. Using drugs
   c. Abusing a child
   d. Leaving a child or class unsupervised
   e. Falling asleep during work hours
   f. Quitting internship without approval
   g. Engaging in malicious gossip

h. Excessive tardies and absences (over 10% of a 30 day month)
i. Insubordination
j. Plagiarism/ Lack of Academic Integrity on course work and assignments. Updated AI policy

5. Readmission after Dismissal:
    a. Students who have been dismissed may be readmitted based upon the discretion of the Teacher Education Program Director. This determination will be based on reasonable assurances that the dismissed student will comply in the future with all requirements of the Teacher Education Program.

**Probation Policy for Adult Students at [Your Training Center Name]**

**1. Purpose of the Probation Period**
The probation period allows both the student and [Your Training Center Name] to evaluate whether the course and environment are suitable for the student's learning needs. It also serves as a time to assess the student's commitment, behavior, and progress.

**2. Length of the Probation Period**
All new students are subject to a probation period of [insert duration, e.g., 1 month] from the start of their enrollment. This period may be extended if necessary, based on attendance, performance, or other factors.

**3. Attendance and Participation**
During the probation period, students must maintain consistent attendance and participate actively in all scheduled classes, training sessions, and activities. Irregular attendance or failure to participate may result in the extension of the probation period or termination of enrollment.

**4. Performance Evaluation**
The following criteria will be used to assess students during the probation period:

- **Progress**: Whether the student is making adequate progress in the course material.
- **Behavior and Attitude**: Students are expected to demonstrate respect for instructors, fellow students, and training center policies.
- **Engagement**: Active participation in discussions, assignments, and practical activities is required.

**5. Feedback and Support**
Instructors will provide regular feedback to students during the probation period, offering guidance on areas that may need improvement. Students are encouraged to seek help if they encounter difficulties and will be offered support to improve their learning experience.

**6. Outcome of the Probation Period**
At the end of the probation period, the student's performance and engagement will be reviewed, leading to the following possible outcomes:

- **Full Enrollment**: If the student meets the necessary standards, they will be confirmed as a full student in the course.
- **Extension of Probation**: If improvement is needed, the probation period may be extended for an additional [insert duration, e.g., 1 to 3 months] to give the student more time to meet the requirements.
- **Termination of Enrollment**: If the student fails to meet the center's standards during the probation, their enrollment may be terminated.

**7. Termination of Enrollment**
If a student's enrollment is terminated during the probation period, they will receive notice, and any applicable refund policies will be outlined based on the course contract. Students have the right to appeal the decision within 7 days.

**8. Conduct and Commitment**
Students are expected to follow all training center rules, demonstrate a positive attitude, and engage in learning activities. Any serious breaches of conduct, such as disruptive behavior or failure to follow the center's policies, may

result in immediate termination of enrollment during the probation period.

## Continuation and Extension Policy/Leave of Absence:

Adult learners are expected to complete all course requirements, including academic, practicum and financial requirements within a three year time period following the program's official end of the academic phase in which the adult learner was initially enrolled.

This period can be extended/take a leave of absence at the discretion of the director if the adult learner is in good standing; the adult learner must be a current AMS member, must be up-to-date in their financial responsibilities to the MMTEC, writes a three-hundred-word essay explaining the reason for the requested extension/leave of absence, and pays a $300 re-installment fee. The adult learner will then have two additional years to complete the program. The adult learner might be required to pay the difference in tuition, if any.

## AMS Professional Development Policy:

AMS requires that holders of AMS Credentials issued on or after July 1, 2013, complete 50 hours of Professional Development every five years for the credential to remain active. The first five-year period begins with the date the credential was issued. Failure to complete the required professional development hours within the five-year period, the credential is considered inactive until the requirement is met.

The credential holder must keep a record of the professional development and be able to provide print or electronic verification of the event host, location, date, topic, presenter/s and number of hours attended. For this purpose, the credential holder is welcome, but not required, to use the AMS Professional Development Form found on the AMS website www.amshq.org.

To maintain an active credential, verification of professional development is submitted to AMS 30 days in advance of the five-year anniversary of the credential being issued, and every five years after that.

# Student Rights:

The adult learner may cancel your contract with the school, without any penalty or obligations on the fifth business day following the first class session as described in the Notice of Cancellation Form. The Notice of Cancellation form has a clear explanation of the cancellation rights and responsibilities. If you have lost your Notice of Cancellation form, ask the school for a sample.

After the end of the cancellation period, the adult learner also has the right to stop school at any time and has the right to receive a refund for the part of the course not taken. The refund rights are described in the enrollment agreement.
If the school closes before graduation, the adult learner may be entitled to a refund. Contact the Bureau for Private Postsecondary: The Bureau for Private Postsecondary Education, P.O. Box 980818, West Sacramento, CA 95798, Telephone Number (916) 574-7720.

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, (888) 370-7589 or by fax (916) 263-1897 (916) 574-8900 or by fax (916) 263-1897.

# Grievance Policy:

The program supports a commitment to integrity and ethical practices on the part of all participants.
In case of conflict the procedure is as following:
The adult learner contacts:

1. The Instructor
2. The Teacher Education Program's Administrator
3. Teacher Education Program Director (if different than 1 or 2)
4. The AMS TEC Problem Solving Committee
5. MACTE
6. BPPE

A complaint that is not resolved after an initial verbal contact should then be stated in writing. Once a complaint is submitted to the Director of the Teacher Education Program, an arbitration committee is appointed. The committee consists of the Teacher Education Program Director, a Staff Member, an adult learnerRepresentative, and a Practicum Site Administrator.

If the adult learner feels the committee has not resolved the complaint, the adult learner may submit a written complaint within thirty days after the committee decision to:

AMS Office of Teacher Education:
116 East 16th Street, Fl. 6,
New York, NY 10003
p. 212.358.1250 f. 212.358.1256

MACTE Office:
420 Park Street
Charlottesville, VA 22902
p. 434.202.7793

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

# Student / Teacher Ratio:

The teacher to student ratio will remain 20 to 1 in order to meet the needs of all students.

# Orientation:

Prior to enrollment students begin with an initial Virtual orientation. Upon acceptance, the student will join a cohort and begin the program.

# Code of Ethics, AMS:

## Principle I – Commitment to the Student Learner:

In fulfillment of the obligation to the children, the educator:

1. Shall encourage independent action in the pursuit of learning
2. Shall protect the opportunity to provide for participation in educational programs without regard to race, sex, color, creed or national origin
3. Shall protect the health and safety of student learners
4. Shall honor professional commitments, maintain obligations and contracts while never soliciting nor involving adult learners or their parents in schemes for commercial gain
5. Shall keep in confidence information that has been secured in the course of professional service, unless disclosure serves professional purposes or is required by law

## Principle II – Commitment to the Public:

The Montessori educator shares the responsibility for the development of policy relating to the extension of educational opportunity for all and for interpreting educational programs and policies to the public.

In fulfilling these goals, the educator:

1. Shall support the American Montessori Society and not misrepresent its policies in public discussion. Whenever speaking or writing about policies, the educator should take the precaution to distinguish private views from the official position of the Society.
2. Shall not interfere with nor exploit the rights and responsibilities of colleagues within the teaching profession.

## Principle III – Commitment to the Profession:

The Montessori educator makes efforts to raise professional standards and conditions to attract persons worthy of trust to careers in Montessori education.

## In fulfilling these goals, the educator:

1. Shall extend just and equitable treatment to all members of the Montessori education profession.
2. Shall represent his or her own professional qualification with clarity and true intent.
3. Shall apply for, accept, offer, recommend, and assign professional positions and responsibilities on the basis of professional preparation and legal qualifications.
4. Shall use honest and effective methods of administering duties, use of time, and conducting business

As American Montessori Society members, we pledge to conduct ourselves professionally and personally, in ways that will reflect our respect for each other and for the children we serve. We will do whatever is within our talents and capacity to protect the right of each child to have the freedom and opportunity to develop his/her full potential. AMS requires that all member schools and AMS- affiliated teacher education programs agree to comply with the AMS Code of Ethics. AMS relies solely on self-compliance of this Code.

*Adopted by the AMS Board of Directors October 1969. Expanded June 1975. Updated October 2008 and 2010.*

# AMS Admission Requirements:

Requirements for graduation involve the successful completion of all assigned work and examinations as determined by the Teacher Education Program Director. The AMS Montessori Elementary I and II certificate will be awarded students upon successful completion of all course requirements.

The institution does not provide VISA services and will not vouch for student status and any associated charges.

### Requirements for all credentials:

1) Complete application for graduation with MACTE and BPPE.
2) Three letters of recommendation; two professional and one personal
3) Copies of other credentials ( if applicable )
4) Registration fee ( non-refundable )

## AMS Credential Requirements:

The adult learner enrolls in one of the three types of credentials depending on current level of education:

1. The candidate for an **AMS Elementary Credential** holds a minimum of a Bachelor's degree from an accredited U.S. institution.

2. An **AMS Associate Elementary Credential** is awarded to an adult learner with a minimum of a High School Diploma or its equivalent but does not have a Bachelor's degree from an accredited U.S. institution. Candidates for an AMS Associate Elementary must complete all requirements for the program in which they are enrolled and may not represent themselves as holding an Elementary Credential.

   ** Holders of the AMS Associate Elementary Credential are strongly encouraged to submit proof that they are in the process of attaining their Bachelor's degree. Teachers with an Associate Credential are eligible for an AMS Elementary Credential when they complete the Bachelor's degree requirement. The required documentation is an official college transcript from an accredited U.S. college or university sent to AMS.

3. **International Elementary Credential**. AMS awards an International Elementary Credential to international adult learners who do not hold a Bachelor's degree from an accredited U.S. institution, but hold a Bachelor's degree from a foreign university.

## Placement / Employment Opportunities:

The MMTEC Teacher Education Program is not responsible for employment, salary, and occupational advancement of their students and graduates. However, when program is completed, adult learners will have the required credential to teach at an AMS school. The requirements require completion of all courses and practicum phase.

## Confidentiality / Transcripts / Record Retention:

Modern Montessori Teacher Education College holds the student's education records. The student's records are private and confidential - All access to the records can be requested through the director at any time. Upon written request and after consent of the student, and the reasonable filing fee, this institution will transfer or provide official copies of the student's records to the student or a designated representative of the student.

All student records will remain on site for five years. Student transcripts will be kept permanently.

# Course Components

## Program Components: Elementary I and II

This TEP is dedicated to educating Montessori teachers as its guiding values are the fundamental principles upon which Maria Montessori based her philosophy. The same principles that pertain to children's education are applied whenever possible to adults. When this same philosophy is adhered to, adult learners taking the course will develop a love for knowledge of Montessori that will continue long past the completion of their certification.

### The following principles are applied to this course:

A. In following Montessori's concern for freedom of choice of the student learner, we are guided by a deep respect for each student learner's individual process of development. Open-ended discussion questions and individually selected projects are examples of methods used to implement the student learner's freedom of choice.
B. Because Montessori emphasized the active participation of the learner, this course focuses on the activity of the student learner. Numerous written assignments, creating teaching manuals and final performance evaluations are methods by which the adult learner is actively engaged.
C. Montessori felt that the process of development was much more important than the end product. Therefore, an atmosphere of positive cooperation among all the individuals involved in the program is created. Methods used to implement this belief include closely supervised self-evaluation, constructive feedback, and emphasis on objective evaluation.

### The Montessori Elementary Teacher Education Course is designed to:

A. Develop a clear understanding of the philosophy and methodology of Montessori education for the child from ages 6 through 9 and 6 through 12.
B. Provide clear theoretical knowledge and application of pertinent research findings in the fields of child development and elementary education;
C. Offer practices in various individual learning styles
D. Provide a clear understanding of the pedagogy of a Montessori and the prepared environment.
E. Promote the development of leadership as a professional staff member in an educational setting
F. Offer the practice of scientific observation as a means of effectively evaluating children's abilities and discuss ways of communicating with parents through conferences and reports
G. Clearly and thoroughly demonstrate the Montessori elementary materials and activities
H. Prepare the adult learner for a Montessori elementary credential

### Learning Outcomes:

- To develop the necessary learning outcomes from each course component and MACTE competencies to be recommended for a Montessori Elementary Credential.

### Methods of Instruction:

- Lecture and Demonstration
- Audio / Visual Aids
- Supervised classrooms for individual practice and observation
- Directed Readings
- Projects
- Reports
- Oral and Written Assessments
- Written Papers
- Supervisor Observations
- Digital Portfolios for each subject matter

*** Attendance, punctuality, mindful preparation, and enthusiastic participation by the adult learner are assumed in all course components.

## Written Assignments:

The assignments are designed to provide the adult learner with the opportunity to utilize knowledge from readings, lecture topics, discussions and personal experience to create a response to specific questions, projects, or discussion points. While using the Montessori Principles and Philosophy as a frame of reference and basis, the assignments will offer confirmation of understanding. It is important for the adult learner to be aware of the purpose and function of the assignments. To provide guidance and support to the student learner, a cover / evaluation sheet along with rubrics have been provided. The written assignment and examination evaluations sheet and rubric is in the forms section.

## Oral and Written Written Certification Assessments:

At the end of the elementary course, during the testing / evaluation time, comprehensive written exams are given in many of the course components. The written examinations, mainly open-ended, thought-provoking essay questions, are given to assess the student learner's knowledge, understanding, application, and analysis of the Montessori Principles and Philosophy in relation to developmentally appropriate learning environment, activities, and guidance for the child ages through 9 and 6 through 12 years. It is important to be aware of the purpose and function of the written exams. To provide guidance and support, a cover/evaluation sheet along with rubrics have been provided.
The written assignment and evaluation cover sheet and rubric is in the forms section.

## Final Performance Certification Assessments:

At the end of the elementary course, during the testing / evaluation time, performance exams, which involves the adult learner demonstrating Montessori materials, are given in many of the course components. The performance exams assess the student learner's proficiency in presenting Montessori materials / lessons, to determine the student learner's understanding of the sequence and purpose of the materials / lessons, and to discern the student learner's application and integration of the Montessori philosophical principles to the materials / lessons / concepts of the curriculum areas. It is important to be aware of the purpose and function of the Performance Exams. To provide guidance and support, a Cover / Evaluation Sheets along with rubrics have been provided.
The performance exam evaluation sheet and rubric are in the forms section.

The **goal** of the Modern Montessori Teacher Education College Program is to provide quality instruction to those individuals wishing to become Montessori teachers and, further, to provide instruction in an atmosphere of inspiration, helpfulness, sincerity, and respect for the individual.

This adult learner information handbook is designed to familiarize adult learners with aspects and requirements of the Program. Refer to this handbook, in order to clarify course component requirements and to achieve maximum progress throughout the year.

## On-Going, 2025-2026 (Intensive April/May)

*EDUC. 248A/B Elementary (6-12) Supervised Work Experience; Teaching Practicum*
*Clock Hours: 1080 24 units*
*This class will begin in October and end in May. Working in the classroom on a daily basis under the supervision of a master teacher. Otherwise, a self-directed student teaching may be facilitated under the direction of a certified 6-12 individual. The student will have an opportunity to observe and to put into practice all of the course work required for a Montessori certification. A minimum of 1000 contact hours: in a Montessori Elementary classroom, age range 6-9 and 6-12.*
*Practicum Pacing Guide and Checklist*

## Summer, 2025

*Melanie Brown and Katey Dodd*

*EDUC. 234 Montessori Philosophy Course*

*Clock Hours: 54 3 units*

*Independent Study and Classroom Orientation to Montessori through guided readings in Montessori textbooks (these books are included in the fee). Described written assignments and written observations are the culmination of this, at home, and in class with regard to Montessori teaching concepts, planes of development, and theories of education. Furthermore, developing objectivity and proficiency in observing and interpreting child behavior. The adult learner ll be required to study the behaviors of selected children in the classroom site and to write a term paper on the selected study. Child, Family and Community ideals are the focus. Additionally, the Montessori philosophy will be used in Elementary (6-9 and 6-12) education practices, along with the current implementation of the Montessori curriculum in today's classrooms. Course includes a 3-6 overview.*

*Summary of Curriculum Sequence: 1. Characteristics of elementary age children (The Second Plane of Development) 2. The teacher's role as a guide 3. Preparation of the elementary environment 100 4. Self-directed, autonomous learners 5. Integrated curriculum (Cosmic education and Great Lessons) 6. Education for Peace 7. Observation strategies and practice 8. (Up to 4 hours of documented practice observations during the academic phase may be used to meet minimum contact hour requirements for this component.)*

*Philosophy Syllabus*

Fall, 2025

*Melanie Brown and Katey Dodd*

*EDUC. 213 Curriculum in Montessori Language Arts/Reading/Writing*

*Clock Hours: 54 3 units*

*As in all subjects, Language is presented to the Elementary student as a part related to the whole. The lessons for the teacher will be to initiate the concepts of inviting the child to participate with hands and mind, by way of tapping the imagination, and appreciation for the contributions of others. It is the emphasis of this course to point out the interrelatedness of all things in the universe. The foundations of language through various levels of reading, the function of words, the grammar boxes, and grammar charts will be explored with appropriate references to mastery and record keeping. We will explore etymology and literature studies and incorporate them into writing using Depth of Knowledge stems. We will further explore literature circles and how to share the love of reading. Various mentor texts will be used to enable the child's composition skills to form. The student now extends and refines the study of language into the Montessori environment.*

*Summary of Curriculum Sequence: Approaches to Reading and Writing 2. Reading comprehension (includes Interpretive Reading) 3. Writing throughout the curriculum 4. Grammar: Parts of Speech (Grammar Symbols, Grammar Boxes and Commands) 5. Sentence Analysis (1st level charts with arrows and circles) 6. Word Study 7. Spelling and Phonograms (Movable Alphabets, etc.) 8. Children's Literature. 9-12: 1. Approaches to Reading and Writing 2. Reading comprehension (includes Interpretive Reading) 3. Writing throughout the curriculum 4. Grammar: Parts of Speech (Grammar Symbols, Grammar Boxes and Commands) 5. Sentence Analysis (1st level charts with arrows and circles) 6. Word Study 7. Spelling and Phonograms (Movable Alphabets, etc.) 8. History of Writing (Great Lesson) 9. Grammar: Advanced Functions of Words 10. Advanced Sentence Analysis (2nd level Chart with arrows and circles) 11. Verb Study (Sets of cards for verb conjugations. e.g. "to love") 12. Writing, including creative, persuasive and expository writing, genres, poems 13. Children's Literature*

*Syllabus 213*

Summer, 2025

*Katey Dodd and Melanie Brown*

*EDUC. 230 Classroom Management/Environmental Design*

*Clock Hours: 36 2 units*

*Classroom Management is a vital part of any good teacher education program. The student must be able to put into effective practice all that he/she has learned in the course if he/she is to have a successful teaching experience including the existence of practical life for the elementary student in facilitation of the job chart. We will also look at various classroom designs and how to work with your environment. A prepared environment is essential for a student's success. We will work together to prepare your environment so the children can conduct their own experiences. To be an effective and successful teacher, techniques of communication with the individual child, a small group of children and the entire class will be learned. How to establish and maintain discipline; how to speak to a disturbed, angry, unhappy, or unmotivated child; how to speak to any child; what to do "first thing in the morning," first day of school;' how to develop cohesion in the classroom; (or how to make "it all come together") - these are all vital topics for the student teacher. Cumulatively, the administrative function of the elementary teacher will be explored.*

*Summary of Curriculum Sequence: 1. Material Making 2. Real world learning experiences (Going Out) 3. Community Service. 1. Freedom and Responsibility 2. The role of the teacher - guide, initiator, observer, group leader, mentor 3. Design and preparation of the classroom environment 4. Flexible scheduling, uninterrupted blocks of time, individual work plans 5. Curriculum planning – daily, weekly, monthly 6. Planning when to give individual and small group lessons 7. Record-keeping and monitoring individual student progress 8. Approaches to formal assessment 9. Large group activities 10. Building community 11. Peaceful classrooms. 12. Cultural differences 13. Conflict resolution 14. Inclusion of children with disabilities 15. Family involvement (incl. parent volunteers, parent-teacher conferences, progress reports) 16. Starting a new class*

*Environmental Design Syllabus*

Winter, 2025

*Melanie Brown, Katey Dodd*

*EDUC. 215 Curriculum in Montessori Mathematics & Geometry*

*Clock Hours: 92 5 units*

*The Montessori 6-12 Elementary math materials continue the mathematical journey into abstraction through the use of concrete didactical materials. Like the early childhood math materials, these elementary extensions build the geometric representation of each of the four basic operations. The word geometry comes from two Greek words: geos, meaning "land", and metrein, meaning "to measure". In the Montessori Elementary Program, geometry is studied as it is the foundation for the construction of reality; it helps develop a creative capacity in the child.*

*The student who has already covered the basic operations with whole numbers, fractions and decimals through the use of concrete didactical materials. These materials are now used to explore further geometric and algebraic representations. In the early geometry studies within the Montessori Elementary Program, the child has laid the foundations of plane geometry through the use of the geometry stick material and the extensive nomenclature sets. The child has also explored the concepts of congruency, equivalency, and similarity with the various insets.*

*Summary of Curriculum Sequence Place Value (Golden Bead Material, Geometric Hierarchy of Numbers) 2. Operations: addition, multiplication, subtraction, division (Stamp Games, Dot Board) 3. Memorization of Tables/Basic Number Facts (Bead Bars, Bead Chains & Cubes, Boards & Charts) 4. Long Multiplication (Bead Frames, Checker Board, Bank Game, Flat Bead Frame) 5. Long Division (Test tube material) 6. Measurement, Time, Money 7. Using mathematics for problem-solving (Word problems, etc.) 8. History of Numeration (Great Lesson) 9. Multiples, Factors & Divisibility (Algebraic Peg Board) 10. Algebraic Decanomial, Binomials, Trinomials 11. Squaring & Cross Multiplication 12. Square Root (Small Square Root Board, Pattern cards, 13. Cubing & Cube Roots (Cubing Material) 14. Fractions (Fraction Insets, Red Fraction Circles) 15. Decimals (Decimal Stamp Game, Decimal Fraction Board, Decimal CheckerBoard) 16. Base Systems 17. Signed Numbers (positive/negative) 18. Ratios and Percentages 19.*

*Probability and Statistics 20. Data collection and data display, including graphs. Part II: Fractions (Fraction Insets, Red Fraction Circles) 7. Decimals (Decimal Stamp Game, Decimal Fraction Board, Decimal CheckerBoard) 8. Base Systems 9. Signed Numbers (positive/negative) 10. Ratios and Percentages 11. Probability and Statistics 12. Data collection and data display, including graphs.*

*In addition, we will explore how Depth of Knowledge stems can be used for Common Core practices with the Montessori lessons by exploring the binomial to the power of 0 through the binomial to the power of 5 in conjunction with Pascal's triangle and Fibonacci.*
*Math 213 Syllabus*

Winter, 2026
*Katey Dodd* and Melanie Brown
*EDUC. 235 Curriculum in Montessori History*
*Clock Hours: 37 2 unit*
*The development of History begins with the concept of time and progresses through a study of the Fundamental Needs of Humans and Stages in the progress of Civilization. The study of history in the elementary Montessori setting guides the student to see the inter- relatedness of all things from the beginning of the universe until the present. Within the study of history, adult learners will engage in a number of seminars and discussions about culture and how to incorporate diversity, equity and social justice into the classroom environment. The adult learners will learn how to create activities and materials to enhance the child's growth in this area and become a global citizen.*

*Summary of Curriculum Sequence: 1. World cultures (Fundamental Needs of People charts - vertical) 2. Geologic eras and periods (Geologic Timeline and Cards) 3. History of Life on Earth (Timeline of Life and Cards). 9-12: 1. World cultures (Fundamental Needs of People charts – vertical) 2. Geologic eras and periods (Geologic Timeline and Cards) 3. History of Life on Earth (Timeline of Life and Cards) 4. Early Humans (Timeline of Humans) 5. Ancient Civilizations 6. Explorations and Migrations 7. National and local history and prehistory 8. Government*
*Montessori History Syllabus*

Winter, 2026
*Melanie Brown and Katey Dodd*
*EDUC. 211 Curriculum in Montessori Science- Botany, Zoology, Biology & Chemistry*
*Clock Hours: 37 2 units*
*This course will discuss differences between flowering and nonflowering plants, including their adaptations, especially in structure and reproductive mechanisms. Outlines as to the role of plants in the carbon-exchange cycle will allow the students to determine the members of the animal kingdom and how they offer a wondrous variety of life. It is our hope that through this process, children in the Montessori Elementary Program will become skilled at observing animals and will continue to develop an appreciation for all animals. Classified Nomenclature study continues with both animal and plant experiments on vital functions in the animal and plant kingdoms and a comparative study of the vital functions of the different phyla and classes of the animal and plant kingdoms. Furthermore, chemistry topics will be explored through storytelling and analogies. In this course the student learns how to recognize the needs and abilities of the young child and how to present the specific equipment designed by Dr. Montessori to further develop the total child.*

*Summary of Curriculum Sequence: 1. Observation and study of plants, animals, fungi 2. Animal and Plant Parts (Nomenclature Cards) 3. Plant and Animal Stories (Who Am I? story cards) 4. Classification of the Living World/Kingdoms of Life (Charts) 5. Plant experiments. Science experiments and demonstrations. 9-12: 1. Observation and study of plants, animals, fungi 2. Animal and Plant Parts (Nomenclature Cards) 3. Plant and Animal Stories (Who Am I? story cards) 4. Classification of the Living World/Kingdoms of Life (Charts) 5. Plant Experiments 6. Observation through a Microscope 7. Vital Functions of Animals 8. Vital Functions of Plants 9. Water, Carbon and Nitrogen cycles 10. Advanced Classification of Life Forms 11. Human Biology 12. Biomes and Eco-Systems. . Topics in Geology, Chemistry, Meteorology, Astronomy 2. Laboratory Experiments 3. Science experiments and demonstrations*

*EDUC 211 Syllabus*

Winter, 2026

*Katey Dodd and Melanie Brown*

*EDUC. 212 Curriculum in Montessori Physical, Cultural, and Economic Geography*

*Clock Hours: 37 2 units*

*Geography in general involves teaching with manipulative materials, reference materials, and using impressionistic charts, experiments, and field trips to enrich the learning experiences. The purpose of geography is to help the students learn to understand and appreciate the world they live in and the diverse people of the world in order to strive to unify the universe and to help bring peace to all nations. Understanding and celebrating the diversity as well as the unity of the world is reflected in the study of the Montessori Geography curriculum. Economic geography is a continuation and extension of those studies. The student learns about the interdependency of people in terms of the production and consumption of various goods and products. This study provides the first step in demonstrating the complexity of the world community in providing for fundamental needs as well as economic flexibility and diversity. Introduction to Maria Montessori's Erdkinder for adolescents will be examined and connections to the mini-environment will be discussed.*

*Summary of Curriculum Sequence: 1. The Universe, Stars, Solar System and the Earth (Impressionistic Stories and Charts) 2. Continents and Countries (Globes, Puzzle Maps) 3. Countries, Capitals, National Flags (Pin Maps and Flags) 4. Landforms, Mountains, Rivers and Oceans 5. Compass points, Latitude and longitude 6. World cultures (Fundamental Needs of People charts – horizontal)*

*Geography Syllabus*

Spring, 2026

*Melanie Brown and Katey Dodd*

*Visual and Performing Arts, Physical Education*

*Clock Hours: 29 (independent curriculum design) 1 unit*

*Effective physical education engages the student, teaches them valuable gross and fine motor skills, and is fun. By integrating concepts from the Montessori classroom curriculum, kinesthetic learners meet their needs for learning while other students get more exposure, increasing retention for every type of learner. By integrating PE with the classroom, the students have a seamless educational experience that makes the students more fit, athletic, and healthy. Furthermore, making art with your hands stimulates touch neural input, visual pathways communicate with both the left and right hemispheres of the brain. Therefore, auditory and smell sensory systems collect information all at once, entering an active multi-sensory learning state. In addition, making art modeling clay is high in*

*visual-auditory connectivity in the brain. Strong connectivity occurs, and the child becomes intensely focused on their handiwork.*
*VAPA and PE Syllabus*

*Spring, 2026*
*Melanie Brown and Katey Dodd*
*Practical Life*
*Clock Hours: 32 Supplemental*
*It is through practical life activities that children really integrate their learning and reach higher and higher levels of independence. We will explore practical life activities for ages 6-12 and how they support the developmental needs of this plane of development, and then provide a framework that you can use to plan and implement age appropriate practical life activities in your classroom.*

*Summary of Curriculum Sequence: 1. Self-care, hygiene, health, safety 2. Care of the environment – daily maintenance, repairs 3. Gardening 4. Food preparation and meals 5. Information technology and media 6. Studio and workshop spaces, including equipment, tools, activities, sewing, woodworking, etc.*
*Practical Life Syllabus*

*July, 2026 In-Residency*
*EDUC 314 Diversity in Education, Human Development, & Child, Family and Community*
*Clock Hours: 54 3 units*
*Understanding the physical, mental, emotional and social growth and development of the elementary child (6-12 years old) through the study of a variety of child psychologists and educators. Specific details include identity, racial, family, and cultural diversity along with an in-depth look into the communities involvement of educating the whole child.*
*Diversity in Education, Human Development and Child, Family and Community Syllabus*

*July, 2026 In-Residency*
*Paideia Seminar*
*Clock Hours: 54 3 units*
*The Paideia Seminar Cycle comprises multiple close readings of a chosen text prior to discussion, formal speaking and listening during the seminar itself, and the post-seminar writing process, so all the core literacy skills are practiced consistently and synergistically. Since the Paideia Seminar Cycle features all the core skills of reading, speaking, listening, and writing, it allows the teacher to coach critical and creative thinking throughout, and students receive constant practice in thinking and discussion.*

*Summary of Curriculum Sequence: Language Arts Seminar: 18 hours hours; Math and Geometry Seminar: 30 hours; Science and History Seminar: 6 Hours*
*Paideia Seminar Syllabus*

# Instructional Methods:

## Instructional Methods dedicated to strengthen Student Success:

The value of this information sets the stage for the student to gain access and participate in an environment that is enriched with the promise to share prior knowledge in a way that links with the current trends and issues facing our careers and work lives. In order to create success in learning, the following principles are guides to professional conduct that seeks to promote eventual changes in how the adult learners participate in their own education (Montessori, 1967).

The following are based on mission, vision, and values:

1. Establish a personal connection with students upon introductions—learn their names, get to know them, tell them about yourself.
2. Use materials students can relate to and can apply to their lives—make those and other resources easy for students to find.
3. Set clear expectations and deadlines, and be flexible when needed.
4. Communicate with student learners, electronically and in person, as often as possible—talk with them, not at them.

*Simplified Version*

Personal Connection

Relatable Materials

Clarity and Flexibility

Communication

## Three aspects of education are included in this course in relationship to Equity for Student Success:

**- Pedagogy- *noun***

1. the method and practice of teaching, especially as an academic subject or theoretical concept.

**- Andragogy- *noun***

1. the method and practice of teaching adult learners; adult education.

**- Heutagogy- *adjective***

Self-Determined Learning (based on the Greek for “self”) was defined by Hase and Kenyon in 2000 as the study of self-determined learning.

Pedagogy, Andragogy, Heutagogy compared.

Heutagogy: The management of self-managed learners

| | Pedagogy Children's learning | Andragogy Adults learning | Heutagogy Self-directed learning |
|---|---|---|---|
| **Dependence** | The learner is a dependent personality. Teacher determines what, how and when anything is learned. | Adults are independent. They strive for autonomy and self-direction in learning. | Learners are interdependent. They identify the potential to learn from novel experiences as a matter of course. They are able to manage their own learning. |
| **Resources for learning** | The learner has few resources – the teacher devises transmission techniques to store knowledge in the learner's head. | Adults use their own and other's experience. | Teacher provides some resources but the learner decides the path by negotiating the learning. |
| **Reasons for learning** | Learn in order to advance to the next stage. | Adults learn when they experience a need to know or to perform more effectively. | Learning is not necessarily planned or linear. Learning is not necessarily based on need but on the identification of the potential to learn in novel situations. |
| **Focus of learning** | Learning is subject centred, focussed on prescribed curriculum and planned sequences according to the logic of the subject matter. | Adult learning is task or problem centred. | Learners can go beyond problem solving by enabling pro-activity. Learners use their own and others' experiences and internal processes such as reflection, environmental scanning, experience, interaction with others, and pro-active as well as problem-solving behaviours. |
| **Motivation** | Motivation comes from external sources – usually parents, teachers and a sense of competition. | Motivation stems from internal sources – the increased self-esteem, confidence and recognition that come from successful performance. | Self-efficacy, knowing how to learn, creativity, ability to use these qualities in novel as well as familiar situations and working with others. |
| **Role of the teacher** | Designs the learning process, imposes material, is assumed to know best. | Enabler or facilitator, climate of collaboration, respect and openness. | Develop the learner's capability. Capable people: • Know how to learn • Are creative • Have a high degree of self-efficacy • Apply competencies in novel as well as familiar situations • Can work well with others. |

Heick, Terry, (2018)

Seven Principles of Montessori Education:

**The Seven Principles of Montessori Education are used as Instructional Pedagogies in the Community College Classroom** (Links to an external site.)

The value of the preceding information sets the stage for the student to gain access and participate in an environment that is enriched with the promise to share prior knowledge in a way that links with the current trends and issues facing our careers and work lives. In order to create success in learning, the following seven principles are guides to the professor's professional conduct that seeks to promote eventual changes in how the students participate in their own education (Montessori, 1967).

- Respect for the student learning with prior knowledge
- The absorbent mind- The ability apply and analyze basic knowledge
- The process of Normalization- Creating a trust in building the relationship
- The Sensitive periods- Based on trust in the relationship, an awareness that development of

knowledge increases as the student applies critical thinking such as problem solving and decision making

- The Prepared Environment- The physical space is vital to offering student centered engagement
- Preparation of the Teacher- The role is to come prepared with content and demonstrate flexibility regarding the needs of the students as they will build the contextual value; meaning erupts
- Role of the student adult to be defined and explained as these developmental characteristics are carried out in the adult classroom and environment such as “work environment”

(Lorenz, 2014)

## Habits of Mind—Developing a Growth Mindset

Instructional Practices:

▪ Show challenges as strengthening the brain.

▪ See challenges as vehicles for feedback and for determining a course of action to take.

▪ Place importance on attitude, effort, and strategy.

▪ Turn mistakes into opportunities, and in the classroom by providing students with strategies and help students try different strategies.

▪ Help students establish goals and celebrate small accomplishments.

▪ Provide opportunities for students to persevere through slow learning to overcome obstacles.

▪ Utilize a “not-yet” grading instead of noting failure.

▪ Help students embrace the viewpoint that intelligence and talents are flexible and are developed through perseverance and hard work.

(Dweck, 2007)

## The Seven Principles for Cultivating Career Communities of Practice

by Etienne Wenger, Richard McDermott, and William M. Snyder

1. Design for evolution

2. Open a dialogue between inside and outside perspectives

3. Invite different levels of participation

4. Develop both private and public community spaces

5. Focus on Value

6. Combine familiarity and excitement

7. Create a rhythm for the community

(Wenger, McDermott, Snyder, 2002)

# MACTE Competencies:

*MACTE Competencies Table*

| Categories of Competency: | Competencies – the adult learner understands the following as they relate to the course level: | Possible sources of evidence: |
|---|---|---|
| **I. Content Knowledge** – Understands the theory and content regarding: | | |
| | 1a. Montessori Philosophy | Written assignments, exams |
| | 1b. Human Growth and Development | Written assignments |
| | 1c. Subject matter for each Course Level* (IT, EC, etc.) not to exclude:<br>▪ Level specific subject matter as outlined below* (practical life, language, geometry, etc.)<br>▪ Cosmic education<br>▪ Peace education<br>▪ The arts<br>▪ Fine and gross motor skills | Albums, rationale papers, lesson write-ups, exams |
| | 1d. Community resources for learning | Album, written assignments |
| **II. Pedagogical Knowledge** -- Understands the teaching methods and materials used regarding: | | |
| | 2a. Correct use of Montessori materials | Supervised practice with materials, blind draw exams |
| | 2b. Scope and sequence of curriculum (spiral curriculum) | Participation in discussions, original lesson write-up, exams |
| | 2c. The prepared environment | Written assignments |
| | 2d. Parent/teacher/family/community partnership | Participation in discussion |
| | 2e. The purpose and methods of observation | Observation reports, written assignments |
| | 2f. Planning for instruction | Written assignments |
| | 2g. Assessment & documentation | Child-study |
| | 2h. Reflective practice | Yearlong journal |
| | 2i. Support and intervention for learning differences | Written assignments, class discussion |
| | 2j. Culturally responsive methods | Written assignments |
| **III. Practice** – Can demonstrate and implement within the classroom: | | |
| | 3a. Classroom leadership | Practicum observations, other evaluations during student teaching |
| | 3b. Authentic assessment | Practicum observations, other evaluations during student teaching |
| | 3c. Montessori philosophy and methods (materials) | Practicum observations, other evaluations during student teaching |
| | 3d. Parent/teacher/family partnership | Self-evaluation |
| | 3e. Professional responsibilities | Participation in discussion |
| | 3f. Innovation and flexibility | Participation in discussion |

# Course Component IV

## Evaluation and Certification Assessment:

1. Oral examination and presentations on use of Montessori Materials are required upon completion of each course.
2. Written assessments on Montessori Principles, Philosophy, and Materials are required during coursework..
3. Presentation of a digital portfolio and portfolio assessment are expected upon completion of each course.
4. Presentation of Year's Research Project occurs upon completion of the Course Component IV, Practicum/Student Teaching.
5. A Comprehensive Final in the form of a collaborative Professional Development Presentation using scholarly research is expected and presented at the culmination of the course as a capstone PLC project.

The Students are evaluated to determine competency in understanding of the Montessori philosophy and principles and use of the Montessori materials.

Evaluation Processes:

1. Class Participation:
    a. Your preparation for and participation in class is expected, as this enhances your own learning and the learning of others. Consistent with a social constructivist view of learning, you are expected to be prepared for each class session – having completed all reading, assignments, and activities prior to class; and to be actively engaged in class activities, practice, and discussions – as demonstrated through active listening, raising issues, asking questions, sharing perspectives, remaining focused on and completing in-class activities, responding to questions, comments, and insight of others in the class, and engaging in thoughtful practice with the materials
    b. Inappropriate participation in class would include dominating or monopolizing discussion, failing to respect others' opinions or experiences, being unprofessional, or generally contributing in negative ways to the learning environment and sense of class community or not being actively involved in practicing materials and/or lessons presented.
1. Digital Curriculum Portfolios:
    a. The adult learners will have access to curriculum presentation outlines describing and illustrating the Elementary Montessori apparatus by the Teacher Education Program via Google Classroom and portfolio development. Creation of the adult learners digital album is a way of evaluating the student learner's knowledge and understanding of the curriculum area, so it is important that the adult learner sequence and organize the lessons.
    b. To demonstrate comprehension of the Montessori approach in each curriculum area, it is imperative that the adult learner personalizes the portfolios for each course by adding lessons, notes, illustrations, and other items, such as Montessori quotes and personal reflection and experience. The Montessori course component portfolio requirements are listed in each course syllabus.
2. Oral Examination / Presentation on use of Montessori Materials: ( 5 hour minimum )
    a. At the end of the elementary course, during the testing / evaluation time, performance exams, which involves the adult learner demonstrating Montessori materials, are given in many of the course components.
    b. The performance exams assess the student learner's proficiency in presenting Montessori materials / lessons, to determine the student learner's understanding of the sequence and

purpose of the materials / lessons, and to discern the student learner's application and integration of the Montessori philosophical principles to the materials / lessons / concepts of the curriculum areas.

c. It is important to be aware of the purpose and function of the Performance Exams.

3. Year Long Professional Learning Community, Collaboration work and Research Professional Development Project

Create a Year Long Project and Professional Development Presentation:
Professional learning communities in the form of groups will be designed around adult learners interests related to Montessori education. Once the PLC's are formed, using an interest based and design model setl, the area of study will promote through a mission statement a developmental approach that complements the Montessori philosophy and promotes peace education in the form of a capstone professional development presentation that is peer/parent based.

Through group discussion and individualized perspective building over the fall the spring semesters, and through a braiding across the course work, adult learners will design, build, organize, deliver, and implement this comprehensive approach to individualizing child/student development that promotes lifelong learning and centers itself around education as life itself. The PLC group(s) will discuss topics based on curriculum, instruction, observations, and community influences. These topics through transformational leadership will evolve into a classroom plan from theory to practice that describes a typical growth and development based on the studies complement to Montessori education.

Be creative and use visual aids, role plays, multi-media or any other techniques that make your presentation interesting. All members of the group are graded based on his/her/their participation in the presentation.

4. Assignments:
   a. The assignments are designed to provide the adult learner with the opportunity to reflectively synthesize readings, lecture topics, discussions, and personal experience to formulate a response to specific questions, projects, or discussion points using the Montessori Principles and Philosophy as a frame of reference and basis.
   b. It is important for the adult learner to be aware of the purpose and function of the assignments.
   c. To provide guidance and support to the student learner, a cover / evaluation sheet along with rubrics have been provided. The written assignment and examination evaluations sheet and rubric is in the forms section.
5. Written examinations on Montessori principles, philosophy and materials. (3 hours minimum each, 18 hours)
   a. At the end of the elementary course, during the testing / evaluation time, comprehensive written exams are given in many of the course components.
   b. The written examinations, mainly open-ended, thought-provoking essay questions, are given to assess the student learner's knowledge, understanding, application, and analysis of the Montessori Principles and Philosophy in relation to developmentally appropriate learning environment, activities, and guidance for the child ages 6 through 12 years.
   c. It is important to be aware of the purpose and function of the written exams.
   d. To provide guidance and support, a cover/evaluation sheet along with rubrics have been provided.

e. The written assignment and evaluation cover sheet and rubric is in the forms section.

6. AMS National Exam (2 hours maximum)

# Course Objectives:

1. To review and expand on topics studied during Montessori Principles and Philosophy and Child Development.
2. To understand the sequence of the Montessori materials in the areas of Math, Language,Geometry, and Cultural.
3. To demonstrate ability to support practical life, sensory-motor, language arts, mathematics, art, music, geography, science and cultural development.
4. To examine how the Montessori materials relate to Montessori's basic principles and philosophy.
5. To investigate how the Montessori materials are integrated with the role of the teacher and the dynamics of child development.
6. To examine how the Montessori materials foster self-expression, arouse imagination and curiosity, promote initiative, independence, and liberty, and develop desirable attitudes and habits in young children.
7. To demonstrate abilities to set up original activities and materials in the four general areas using concepts basic to Montessori apparatus (control of error, isolation of difficulty, etc.)
8. To examine various techniques and strategies for effective classroom management and organization to facilitate growth and learning.
9. To present Montessori apparatus to children in a Montessori classroom.
10. To demonstrate knowledge of environmental design and preparation.
11. To demonstrate ability to plan and implement group activities.
12. To provide opportunities for choice, problem solving, decision making and responsibility for learning on the part of the children.
13. To demonstrate a broad repertoire of teaching strategies such as structuring the environment; using manipulative materials for exploration, demonstration and concrete models; modeling behavior; using verbal strategies such as inquiry, explanation, imitation, illustration and dramatization.
14. Evaluate objectives, children's individual growth, learning, and programs:
    a. Demonstrate consistency between stated objectives and methods of evaluation (i.e.., assessment of cognitive, affective, and psychomotor development).
    b. Demonstrate the knowledge of age-appropriate evaluative measures.
    c. Develop and use a variety of appropriate record-keeping and evaluation processes.
    d. Interpret results of evaluative measures.
    e. Prepare professional reports.
15. Design and evaluate curriculum materials and resources appropriate to children with varying abilities and cultural backgrounds:
    a. Evaluate and select prepared curriculum materials.
    b. Develop original materials to meet the needs and interests of children.
    c. Demonstrate knowledge of the rationale of curriculum materials.
    d. Demonstrate knowledge of continuum with curriculum materials.
16. Demonstrate interest and involvement in the community served.
    a. Demonstrate knowledge of the community served.
    b. Demonstrate ability to articulate Montessori principles.
    c. Demonstrate ability to participate in parent conferences and skill in non judgmental listening and interactions with others.
    d. Develop awareness of community resources for referral, enrichment, program development and implementation.
    e. Demonstrate ability to facilitate a parent-educator partnership.
17. Demonstrate program leadership:
    a. Implement minimum standards required by health, education, welfare codes
    b. Organize schedules, supplies, maintenance of equipment, budget planning
    c. Coordinate classroom operation and personnel.
18. Continuous Improvement and Student (Adult Learner) Success, Completion, and Employment.
    Data Outcome Assessments for program improvement.

Modern Montessori Teacher Education College believes in student success for all adult learners. MTCS uses this data to improve quality as part of a continuous improvement process model set formally by MACTE and supported by AMS. The levels of program improvement include:

- The Executive Director and administrative team reviews the data and provides an outcome narrative with goals and objectives for the next cohort.
- The Executive Director and administrative team annually presents the data to the MMTEC community advisory group seeking input and feedback based on the initial provisions of the drafted outcome narrative with goals and objectives for the next cohort.
- The MMTEC community advisory meets annually and provides recommendations to the Executive Director and administrative team based on the above presentation and reporting along with any and all policy updates.
- Based on any changes and modifications made annually, an annual faculty and staff retreat occurs in order to update all employees and/or consultants to the changes. Additionally, the Executive Director and administrative team meets between each term regarding student enrollment, curriculum and instruction, and ongoing administrative changes affecting the overall program.
- This in turn offers the adult learner with the highest quality possible and exemplary student success.

## Teacher Education Program Competencies:

The candidate for an Elementary AMS Credential will possess the following competencies:

I. Knowledge – As related to each level the candidate for certification understands
   a. Montessori Philosophy
   b. Human growth and Development
   c. Subject matter for the Elementary Level* not to exclude:
      1. Cosmic Education
      2. Peace Education
      3. Practical Life
      4. The Arts
      5. Fine and gross motor skills
      6. Community resources for learning

II. Pedagogy – Understands:
   a. Correct use of Montessori materials
   b. Scope and sequence of curriculum (spiral curriculum)
   c. The prepared environment
   d. Parent/teacher/family/community/partnership
   e. The purpose and methods of observation
   f. Planning for instruction
   g. Assessment and documentation
   h. Reflective practice
   i. Support and intervention for learning differences
   j. Culturally responsive methods

III. Teaching with Grace and Courtesy – As relates to each level the candidate for certification demonstrates and implements with children/adolescents:
   a. Classroom leadership
   b. Authentic assessment
   c. The Montessori philosophy and methods (materials)
   d. Parent/teacher/family partnership
   e. Professional responsibilities
   f. Innovation and flexibility

# Grading Policy and Transcripts:

Modern Montessori Teacher Education College utilizes a percentile grade scale. All point values will be averaged the course grades will be converted to the following grade scale:

**ACCREDITATION**

Modern Montessori Teacher Education College  is pending licensure to operate through California State Department of Consumer Affairs, Bureau for Private Postsecondary Education, pending an application for accreditation with the Montessori Accreditation Council for Teacher Education, (MACTE, 2022),  pending an application for affiliation with the American Montessori Society.

**GRADES**

Modern Montessori Teacher Education College organizes its courses in a module format.  Most are 4 weeks while lengthier courses are more.

The following grades are included in the calculation of grade point averages:

Grades are rewarded as a 1 for passing and a 0 for not passing.

The following grades are not calculated into the grade point averages:

IP.....IN PROGRESS GRADE CARRIED OVER FOR MORE THAN ONE SEMESTER
CR.....CREDIT (1)
NC.....NO CREDIT (0)
I.....INCOMPLETE (0)

**COURSE NUMBERING SYSTEM**

All courses offered at Modern Montessori Teacher Education College are considered to be lower division.  Upper division units are not available.  Course numbers are assigned as follows:

Courses numbered 1-399 are designated introductory, and lower division units.  These courses are noted as non-transferable unless petitioned by the individual and along with an advisor of a community college and/or university system as well as any CSU or UC Extension program.

**PERMANENT RECORDS AND RELEASE INFORMATION**

The electronic and hard copy permanent record, grades, and transcript are held by the Executive Director and behind passwords and a locked storage. They cannot be released to a third party without written consent of the student.  This is in accordance with the Family Education Rights and Privacy Act of 1974.  Modern Montessori Teacher Education College charges $50.00 per transcript sent, payable by the adult learner requesting the information.

**AUTHENTICITY CONFIRMATION**
For authenticity, each transcript must display the MMTEC seal and be signed in full signature by the Executive Director.

Faculty:



# Melanie Brown

Melanie@ModernMontessoriTEC.co  Sacramento, CA  916-885-8530

---

**OBJECTIVE**

to provide modern Elementary Montessori education to teachers all around the world

**EDUCATION**

- National University, Doctor of Education, Summer 2025
- Sacramento County Office of Education  June, 2021  Administrative Services Credential
- Cincinnati Montessori Secondary Teacher Education Program June, 2022 12-18 Certificate
- St. Catherine University May, 2014  Master's Degree in Montessori Education  Completed an action research project supporting Common Core Standards with Montessori practices University of California, Davis July, 2013  Area 3 Writing Project
- National University May, 2002  California Teaching Credential
- Montessori Teachers College of Sacramento May, 2002  6-12 Certificate
- CSU, Sacramento May, 2001  Bachelor's Degree in Liberal Studies

**Professional Certificates, Acknowledgements, and Presentations**

Area 3 Writing Project Fellow
7 Habits of Highly Effective Leaders
California Montessori Project, American River Campus, Teacher of the Year
California Charter School Association Teacher of the year Nominee
Three-time AMS conference presenter

**EXPERIENCE**

**Modern Montessori Teacher Education Program**

2021-Present
Director of Curriculum and Instruction

Co-director and creator of MMTEC; Co-creator of MMTEC Handbook, Curriculum and Website;

Contributed toward accreditation process through MACTE and AMS

**California Montessori Project**

2635 Chestnut Hill Drive, Sacramento, CA Curriculum Lead Teacher August, 2002 – present
Educate a multi-age level group of students; plan lessons to meet individual needs; manage behavior; perform classroom accounting duties; assess student learning; run weekly team meetings; mentor new teachers; conduct parent meetings; create Montessori materials; maintain RtI program; lead math program; provide after school tutoring; conduct school plays

**Montessori Teachers College of Sacramento**
2003-2008
Taught various subjects at the 6-9 level.  Designed and ran the 9-12 education program to new teachers.

**Maria Montessori Charter Academy**
1850 Wildcat Blvd. Rocklin, CA Lead Teacher August, 2000 – 2002

**SKILLS**

- Able to effectively communicate with parents, students, and other professionals
- Experienced in maintaining a positive environment
- Technology proficient
- Skilled in assessment and classroom practices from a broad perspective
- Accomplished various curriculum projects  Knowledgeable in Montessori history
- Well-versed in Love and Logic and Positive Discipline

*LinkedIn Profile: linkedin.com/in/melanie-brown-81a2b798*

# Katey Dodd, M. Ed.

Katey@ModernMontessoritec.co, 916-996-0294, Sacramento, CA



**Modern Montessori Teacher Education College**— *Director of Operations*

July 2021- PRESENT

- Co-director and creator of MMTEC

-Co-creator of MMTEC Handbook, Curriculum and Website

-Contributed towards accreditation process through MACTE and AMS

**California Montessori Project,** Capitol — *Credentialed Teacher*

August 2014- PRESENT

- Credentialed Teacher at the CMP-Capitol Campus in 9-12, MS Classrooms.

- Have led in planning community events, Boss/Admin Appreciation Days, fundraisers, staff holiday parties and milestone trips

-Have developed and implemented school wide policies to better our community (ie: quiet zones, new Science Expo, Communication Binders for staff, Social Justice Standards)

-Leader in Cultural Diversity and Equity Curriculum at CMP Capitol Campus, purchasing new curriculum for the entire school and updating teachers on the Social Justice Standards.

## EDUCATION

**National University**-PhD Instructional Design, Winter 2026

**SCOE Leadership Institute**- Preliminary Administrative Credential- 2020-2021

**National University,** Masters in Instructional Leadership-2020-2022

**Xavier University/CMStep,** Masters in Montessori Education and Secondary Montessori Credential Ages 12-18, 2019-2022

**Montessori Training Center,** Shingle Springs — Ages *6-12 2012-2014*

**CalSTATETeach- Fresno State,** Fresno —Multi-Subject Teaching Credential

2012--2014

**CSU Sacramento, Sacramento** - *Political Science/Government*

2008-2012

## CERTIFICATES/ PROFESSIONAL DEVELOPMENT

**Multicultural Education Conference Co-Presenter**- Teaching Tolerance and Social Justice Standards, development of the Pyramid of Love, April 2021

**CMP Network Training Presenter 2019**- Co-Presenter in Making Algebra Fun!, The Decanomial and DOK Extensions, 9-12 Science Materials and DOK

**AMS Presenter**- Co-presenting The Binomial- Making Algebra Fun! At the Dallas AMS Conference 2020

**Super Duper Saturday Presenter**- Presenting Social Justice, Geometry Lessons 2019

**Mindful Schools Curriculum** Level 1- Mindfulness in the Classroom

**CAC Teacher Representative**- 2017-Present

**Love and Logic**- Love and Logic Workshops (16 Hours)

**CPR/ First Aid/ Bloodborne Pathogens Certification**

2014-Current

# Faculty Evaluation Rubric

**4 Master Montessorian 3 Emerging Montessorian 2 Practicing Montessorian 1 Beginning Montessorian**

| | | | | |
|---|---|---|---|---|
| 1. Clear and organized | 4 | 3 | 2 | 1 |
| 2. Enthusiastic and stimulating | 4 | 3 | 2 | 1 |
| 3. Establishes rapport | 4 | 3 | 2 | 1 |
| 4. Knowledgeable about the subject matter | 4 | 3 | 2 | 1 |
| 5. Actively involves the adult learner | 4 | 3 | 2 | 1 |
| 6. Provides additional opportunities for learning | 4 | 3 | 2 | 1 |
| 7. Uses Depth of Knowledge with lessons | 4 | 3 | 2 | 1 |
| 8. Provides ideas for follow up work | 4 | 3 | 2 | 1 |
| 9. Demonstrates how to create material | 4 | 3 | 2 | 1 |
| 10. Demonstrates Professionalism | 4 | 3 | 2 | 1 |

# Receipt of the Elementary Student Handbook:

I have received a copy of the Modern Montessori Teacher Education College Adult Learner Handbook. I understand that I am responsible for reading the policies and practices here and included in the tuition agreement with MMTEC. I understand that this handbook replaces any and all prior handbooks, policies and practices of this organization.

I agree to abide by the policies and procedures contained therein. I understand that the policies and opportunities contained in this Student Handbook may be added to, deleted or changed by MMTEC at any time, with all updates provided to me in a timely manner.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. Youare also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

If I have questions regarding the content or interpretation of this student handbook, I will bring them to the attention of the director.

Adult Learner Signature _____ Date

Program Director Signature _____ Date

Steps to Admission

1. Orientation
2. Handbook overview
3. Admission Packet
4. Courses (Syllabi)
5. Practicum/Student Teaching
6. Completion/Graduation

Appendix

Online Learner Agreement

End of Course and Curriculum Effectiveness Evaluation

The Fundamental Needs of the Adult Learner Form

Field Consultant and Adult Learner Observation Form

Student Observation Form

Practicum Site Agreement Form

Equipment and Materials Used

Required Internship and Total Number of Credit Hours MMTEC Practicum Pacing, Checklist, and Grading Sheet

Supervising Teacher Agreement

Course Schedule: Description of the Courses Offered /Distance Education Disclosure

American Montessori Society Library

Procedures for Access to the Learning Resources

***Adult learners may access our additional library and learning resources by visiting the MMTEC's onsite library or using the American Montessori Society members only resources website. An account will be provided to adult learners after enrollment.***

# How do I create a new Google Account?

A Google Account gives you access to many Google products. With a Google Account, you can do things like:

Send and receive email using Gmail
Find your new favorite video on YouTube
Download apps from Google Play

## Step 1: Choose a Google Account type

Important: When you create a Google Account for your business, you can turn business personalization on. A business account also makes it easier to set up Google Business Profile, which helps improve your business visibility and manage your online information.

When you create a Google Account, we ask for some personal info. By providing accurate info, you can help keep

your account secure and make our services more useful.

1. Go to the Google Account sign in page.
2. Click Create account.
   From the drop down, select if this account is for your:
   Personal use
   Child
   Business
3. Enter your name.
   You'll be asked to add your birthday and gender.
4. In the "Username" field, enter a username.
5. Enter and confirm your password.
   Tip: When you enter your password on mobile, the first letter isn't case sensitive.
6. Click Next.
   Optional: Add and verify a phone number for your account.
7. Click Next.

## What if the new username I want is taken?

You can't create a Google Account if the username you requested is:

Already in use.
Very close in structure to an existing username.
Tip: If example@gmail.com already exists, you can't use examp1e@gmail.com.
A username that someone used in the past and then deleted.
Reserved by Google to prevent spam or abuse.

## Is a Gmail account the same as a Google Account?

Your Gmail and Google Accounts are separate. A Gmail account is one of several Google services you can use and save data with if you have a Google Account. Other services you can use with your Google Account include:

YouTube
Google Drive
Calendar
Google Play

## Can I use an existing email address?

You don't need to have a Gmail address to create a Google Account. You can also use a non-Gmail email address to create one instead.

To use an existing email address instead of a new Gmail address:

Computer AndroidiPhone & iPad

1. Go to the Google Account Sign In page.
2. Click Create account.
   From the drop down, select For my personal use.
3. Enter your basic info.
4. Click Use your email address.
5. Enter your current email address.
6. Click Next.
7. Verify your email address with the code sent to your existing email.
8. Click Verify.