Montessori Center for Teacher Education
San Diego, Ca

Montessori Center for Teacher Education
San Diego
12642 Monte Vista Road
Poway, California 92064
858.673.1756
www.MontessoriCenterforTeacherEducation.org

2025 School Catalog

Affiliated by American Montessori Society (AMS)
AMS Teacher Education Section
211 E 43rd St., 7th Fl #262
New York, NY 10017
Phone: 212.358.1250
Email: ams@amshq.org

MONTESSORI ACCREDITATION COUNCIL FOR TEACHER EDUCATION

Montessori Accreditation Council for Teacher Education (MACTE)
420 Park Street
Charlottesville, Virginia 22902
Phone: 434.202.7793
Email: macte.org

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Catalog Distribution

Prior to enrollment, you must be provided, either in writing or electronically, with a school catalog. The school catalog is also available on our website: www.montessoricenterforteachereducation.org

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

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.

Time Period Covered by School Catalog

This school catalog is effective from January 1, 2025 to December 31, 2025 and is updated annually. Annual updates will be made by the use of supplements or inserts accompanying this catalog. If changes in educational programs, educational services, procedures, or educational services, procedures, or policies required to be included in the catalog by state or regulation are implemented before the issuance of the annually updated catalog, those changes shall be reflected at the time they are made in supplements or inserts accompanying the catalog.

About Montessori Center for Teacher Education San Diego

Montessori Center for Teacher Education San Diego (MCTESD) is a private institution, is approved to operate by the Bureau for Private Postsecondary Education, and meets compliance with state standards.

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

MCTESD is located at and holds classes at this address:

12642 Monte Vista Road
Poway, California 92064
858.673.1756
www.MontessoriCenterforTeacherEducation.org

The Early Childhood and Elementary Montessori Teacher Education Courses of the Montessori Center for Teacher Education (MCTESD) were first accredited by the Montessori Accreditation Council for Teacher Education (MACTE) in January 1992 and re-accredited in November 2014 to November 2028. Staff members of Montessori Center for Teacher Education are highly qualified educators in their field. With the exception of instructors of special classes, all are credentialed Montessori teachers with many years of experience teaching children in Montessori schools. Our teachers on the teaching staff are also teachers at Country Montessori School during the regular school year.

This Teacher Education Center is affiliated by the American Montessori Society and our programs fulfill requirements for the AMS Credentials for Early Childhood, Elementary I, and Elementary I–II.

Mission Statement

The Mission of the Montessori Center for Teacher Education San Diego is to provide instruction to those individuals wishing to become Montessori teachers and, further, to provide that instruction in an atmosphere of inspiration, helpfulness, sincerity, and respect for the individual.

Nondiscrimination Policy

The Montessori Center for Teacher Education welcomes diversity in our student body, faculty, and staff. We adhere to a policy of non-discrimination in regard to race, color, creed, national or ethnic origin, sex, marital status, sexual orientation and gender identity.

Anti-Bias Antiracist Statement

The Montessori Center for Teacher Education Is committed to integrating Anti-Bias, Antiracist (ABAR) practices into all aspects of our courses. We believe that ABAR principles are deeply rooted in Montessori philosophy, particularly in Dr. Maria Montessori's foundational work on Peace Education. While we include dedicated ABAR content, these principles are intentionally interwoven throughout all classroom areas as we introduce materials to our adult learners.

Our instructors actively model ABAR practices through inclusive language, thoughtful behaviors, and authentic engagement with both adult learners and colleagues. Through open, honest discussions that embrace diverse perspectives, we foster a culture of inclusivity, mutual respect, and belonging. It is our goal to cultivate awareness of diversity, equity, and inclusion within each cohort, building a strong and supportive community.

Administrative Staff

Adela Corrales: Executive Director
Karin Osterberg: Director

Courses Offered

Early Childhood

Early Childhood (EC) Montessori Teacher Education (to become a Montessori teacher of ages 2.5–6 years old)

- Academic Workshop – 300 hours
    - Online – 6-8 hours per week for a total of 40 hours
    - On Site – 260 hours
- Practicum – 540 hours
    - Total for EC – 840

Elementary I

Elementary I (EI) Montessori Teacher Education (to become a Montessori teacher of ages 6–9 years old)

- Academic Workshop on site – 325 hours
- Practicum — 1080 hours
    - Total for EI: 1405

Elementary I–II

Elementary I–II (EI–II) Montessori Teacher Education (to become a Montessori teacher of ages 6–12 years old)

- Academic Workshop on site – 500 hours
- Practicum – 1080 hours
    - Total for EI-II: 1580

Early Childhood Overview

An Early Childhood Overview is required for the Elementary I and Elementary I–II if the adult learner does not possess an Early Childhood credential.

- Academic Workshop – 31 hours online, 9 hours on site

Course Objectives

The Montessori Center for Teacher Education San Diego provides instruction for teachers in Montessori and other schools for children ages 2 ½–12. These courses prepare individuals for employment as a Montessori teacher; offer further instruction to individuals who are already employed as teachers; individuals who would like to open their own schools and would like to use the Montessori Method; and Special Education teachers who need manipulative and concrete materials to develop neuro-muscular skills and abstract ideas.

Early Childhood

1. To learn of other theories of child development and see how they compare with Montessori's philosophy.
2. To gain a better understanding of children, with emphasis on ages 2 ½-6.
3. To learn of the many factors that contribute to a child's development.
4. To learn about the factors that contribute to a child's learning ability.
5. To demonstrate ability to assess children's developmental needs through a variety of vehicles, i.e., observation, case studies, development assessments, classroom products.
6. To provide a suitable match between assessment and developmental materials.
7. To demonstrate knowledge of varied learning styles.
8. To study the family of today and all the various types of family configurations.
9. To explore the family resources for referral and enrichment in a community.
10. To appreciate diversity and non-discrimination in all aspects of the child's life.
11. To understand the sequence and use of the Montessori materials in each area.
12. To examine how the Montessori materials relate to Montessori's basic principles and philosophy.

13. To demonstrate abilities to set up original activities and materials using concepts basic to Montessori apparatus (control of error, isolation of difficulty, etc.)
14. To present Montessori apparatus to children in a Montessori classroom.
15. To demonstrate knowledge of environmental design and preparation.
16. To develop classroom leadership abilities to plan and implement individual and group activities, indoors and outside.
17. To learn how to provide opportunities for choice, problem solving, decision making and responsibility for learning on the part of the children.
18. To study a broad repertoire of teaching strategies such as inquiry, explanation, imitation, illustration, and dramatization.
19. To learn to evaluate objectives, children's individual growth, learning, and programs, and to prepare professional reports.
20. To design and evaluate curriculum materials and resources appropriate to children with diverse abilities and cultural backgrounds.

Elementary

1. Demonstrate knowledge of Montessori philosophy, theory, and methodology including Cosmic Education.
2. Demonstrate theoretical knowledge of pertinent research findings in the fields of child development, especially related to the 6-9-year-old child.
    a. Discuss Child Development and Education concepts.
    b. Plan for continuity of learning experiences for children in the 6-9 age range.
3. Plan programs that meet the individual needs and interests of children appropriate to their development, cultural diversity, and experience level.
    a. Become aware of the value of teaching peace both inside the classroom and in the community.
    b. Develop a cultural awareness in children by providing experiences to appreciate differences and similarities of people in the world.
    c. Encourage children to take care of the environment and thus attain a deep respect for all life.
    d. Demonstrate knowledge of environmental design and planning.
4. Design and evaluate curriculum materials and resources appropriate to children with varying abilities and backgrounds.
5. Develop an understanding of how Montessori pedagogy corresponds to the developmental stages of children.
6. Gain an understanding of the connection of geography, zoology, and botany curriculum with the sequence of lessons.
7. Develop an understanding of the purpose of teaching a variety of perspectives about creation, evolution, and the contributions of ancient civilizations.
8. Learn about the use of psychological presentations and The Great Lessons in Montessori education.
9. Develop knowledge about the use of impressionistic charts to teach abstract concepts to

children.

10. Learn about the animal kingdom and the systems of classification for animals.
11. Demonstrate an understanding of the use of nomenclature in teaching concepts and as a launching point for further learning by the children.
12. Learn about the plant kingdom and the systems of classification for plants.
13. Demonstrate an understanding of the use of nomenclature in teaching concepts and as a launching point for further experimentation by the children.
14. Develop knowledge about the use of impressionistic charts to make clear for children to abstract botany concepts.
15. Gain an understanding of the function of words (parts of speech) in English grammar.
16. Learn about the use of psychological presentations in Montessori education.
17. Become acquainted with Language Arts instruction and curriculum beyond the Montessori lessons.
18. Develop an understanding of the purpose and sequence of the concrete materials moving from concrete to abstract operations.
19. Gain knowledge about additional areas of math curriculum traditionally taught at different ages (i.e. telling time, money, measurement).
20. Learn about the use of Primary Sensorial Materials in the sequence of Elementary geometry lessons.
21. Develop an understanding of the purpose of nomenclature in geometry for spotlighting new terminology.
22. Gain knowledge about the use of tools in geometry (i.e. compasses, protractors).
23. Demonstrate an awareness of the community served, through parent conferences, and professional referrals.
24. Become aware of community resources for children and families needing special services and/or support.
25. Develop skill in articulating for parents, Montessori program details, and information about a child's developmental progress.
26. Demonstrate theoretical knowledge of child development especially related to the 6-9 year or 6-12-year-old child.
27. Plan for continuity of learning experiences for children in the 6-9 age range.
28. Plan programs that meet the individual needs and interests of children appropriate to their development, cultural diversity, and experience level.
    a. Evaluate children's learning needs through a variety of vehicles (e.g., observation, tests, classroom products).
    b. Develop a suitable match between needs and learning activities provided.
    c. Learn about varied learning styles and approaches.
    d. Demonstrate knowledge of environmental design and planning.
29. Design and evaluate curriculum materials and resources appropriate to children with varying abilities and backgrounds.
30. Participate in directed practice periods, and in creating materials for the Montessori elementary classroom.

31. Organize the physical environment in the classroom to effectively allow individual and group work and meeting space for all.
32. Learn to include attractive, accessible and appropriate materials in the environment.
33. Keep records of students' progress in academic and social-behavioral areas; to have a consistent record of lessons taught, as well as follow-up work completed by students.
34. Schedule sufficient lessons to stimulate students, while allowing adequate time for student-selected work and integration of information; to include time to observe and support students.
35. Integrate the subjects which are other than the basic seven (botany, zoology, geography, history, math, geometry, and language) into the curriculum effectively; to coordinate specialist teachers, such as art, physical education, foreign languages, with the classroom program.
36. Understand and be able to utilize appropriate discipline techniques in a positive manner; to recognize the varied needs of students for promoting individual growth.
37. Utilize self-evaluation and introspection for personal growth.
38. Become aware of various professional organizations, Montessori and other education-related groups.
39. Demonstrate knowledge of environmental design and planning.
40. Provide opportunities for choice, problem solving, decision making, and responsibility for learning on the part of the children.
41. To understand that computer technology is an integral part of practical life skills in the classroom.
42. To acquire some practical knowledge about the implementation of a computer education program for children aged 6-12.
43. To understand that physical development and movement, art, and music are an integral part of child development and learning.
44. To gain some practical knowledge about the implementation of a physical education, music, or art program into the classroom.

Early Childhood Overview

1. Identify and describe developmental characteristics and needs of the child at the age of 2.5-6.
2. Identify and describe examples of spontaneous activity (self-motivated learning).
3. Describe features of a Montessori classroom environment that contribute to the development of independence, freedom of choice, freedom of movement, and decision-making.
4. Identify and describe the methods, activities and materials that the Montessori teacher uses to prepare and present curriculum lessons.
5. Describe ways that a Montessori teacher fosters an atmosphere of respect, empathy, and compassion.
6. Describe the professional responsibilities of the adult to the environment, the child/adolescent, and their role as a Montessori teacher/guide.

Course Descriptions

Early Childhood

The Early Childhood Teacher Training course consists of core subjects of Practical Life, Sensorial, Language, Mathematics, Physical and Life Science, Social Studies, and Classroom Leadership. In addition, the course includes Montessori Philosophy and Theory, Observation, Child Development, Art, Music, Movement, and Parent Involvement/Education. This course is for the adult learner who wishes to teach ages 2 ½ to 6 years old. A high school diploma or equivalent GED is required for admission to the course.

Course Components

The course contains three components, the Academic Component, the Practicum Component, and the Final Assessment Component.

- The **Academic Component** is held primarily in the summer, and contains 300 instructional hours. Classes are held Monday through Friday, from 8–4:30. Additional seminars are held during the school year on two Saturdays or once a month on Wednesday afternoons from 3:15–5:15.
    - Part of the Academic Component is held online May-June
- The **Practicum Component** consists of an internship in an approved Montessori school, lasting a full academic school year, and is 540 hours.
- The **Final Assessment Component** is held in the summer following the end of the practicum phase, and consists of two written final exams and one oral exam.

Online Learning

Part of the Early Childhood Academic Component is held online. The minimum requirements for online learning include:

- Technology: A functioning computer with a stable internet connection is essential to access online course materials and participate in activities.
    - Basic computer skills are necessary, including proficiency in:
        - Using a web browser
        - Sending emails
        - Downloading and uploading files
        - Navigating basic computer functions
    - Digital literacy is also important, such as:
        - Searching for information online
        - Navigating digital documents
        - Submitting assignments electronically
    - While not mandatory, familiarity with Learning Management Systems (LMS) is beneficial.

Attendance is required and will be measured by tracking student activity through actions like logging into the LMS, participating in discussions, submitting assignments, taking quizzes, and watching videos within a designated timeframe.

Early Childhood Practicum Seminars

A minimum of 16 academic contact hours is required during the practicum phase, if the academic phase is held primarily in the summer. These seminars may be scheduled on two Saturdays from 8–4:30, or once a month on Wednesday afternoons, 3:15-–5:15 throughout the school year.

Early Childhood Academic Component Descriptions

Practical Life/Everyday Living

1. Philosophy and rationale
2. Ground rules to grace and courtesy
3. Control of movement
4. Care of the person
5. Care of the environment
6. Food and nutrition
7. Consideration of culturally responsive and relevant practical life experiences

Sensorial

1. Philosophy and rationale of the Sensorial curriculum
2. Materials aiding the education and refinement of the senses
3. Preparation for mathematical thinking
4. Visual Dimension, Visual Form, Visual Color
5. Tactile
6. Auditory
7. Gustatory and Olfactory
8. Consideration of diverse and culturally rich sensorial experiences
    a. Natural sensory experience and activities
    b. Realistic sensory experiences in the cultural environment

Language

1. Philosophy and rationale
2. Receptive and expressive language experiences
3. Visual and auditory perceptual experiences
4. Vocabulary development and enrichment
5. Materials that aid the development of language skills/concepts
6. Writing and Penmanship
7. Function of words
8. Children's literature
9. Freedom for Creative Self Expression
10. Consideration of culturally responsive language exploration
    a. Oral language enrichment connected to diverse cultures and their own society. Such as Storytelling, especially of cultural heritage.

Mathematics

1. Philosophy and rationale

2. Awareness of diverse mathematical perspectives and attention to bias in mathematical presentations. Diverse cultural contribution to mathematics
    a. Present within cultural context and systems
3. Materials that aid development of these concepts/skills:
    a. Introduction to numeration
    b. The decimal system
    c. Functions of the decimal system
    d. Linear counting
    e. Memorization of basic arithmetic facts
    f. Fractions
    g. Math applications

Physical and Life Science Curriculum

1. Philosophy and rationale that includes a global perspective
2. Basic classification
3. Botany
4. Zoology
5. Earth science
6. Physical science

Social Studies Curriculum

1. Philosophy and rationale
2. Geography (Land and Water forms, Globes, Puzzle Maps, Flags, etc.)
3. Cultural geography with an emphasis on the diverse cultures and people on Earth
4. History: time (clock), calendar, seasons, personal history, passage of time

Classroom Leadership

1. Preparation of the culturally responsive environment
2. Scheduling for the staff as well as the schedule for the child's day
3. Evaluation of children with equity at the core
4. Developmental assessment and record keeping
5. Culturally relevant techniques for discipline, communication, and problem-solving
6. Understanding human needs and requirements (children, families and staff) specific to a full day or extended day program
7. Multi-culture and diversity in all forms
8. Understanding issues related to school administration, professional relationships and best practices using the culturally responsive ideology.

Montessori Philosophy/Theory

A thorough understanding of Montessori philosophy is the foundation to all Montessori teacher education programs. Philosophy is presented as a separate course component and is also interwoven throughout all course components.

1. Historical Perspective of the Montessori Method
2. Philosophy specific to the method (i.e., including the absorbent mind, sensitive periods, logical-mathematical mind, spiritual and moral development of the child, cosmic wonder and exploration, etc.)
3. How the above relate to the child from birth through 6 in relation to Montessori philosophy, materials, teacher, and environment
4. Overview of Montessori's principles and ideas particularly as they relate to equity and justice
5. Montessori's view of the child, the rights of the child and the place of children in society
6. Emphasis on Montessori's concept of the child from 2 1⁄2 to 6 including identity development and identity validation using culturally responsive methods
7. Scientific analysis of how to nurture and assist the unfolding of the human personality with respect to diverse cultures and awareness of anti-biased and antiracist lens.
8. Positive communication with emphasis on personal development and in consideration of anti-biased antiracist language
9. Adult anti-biased antiracist practices based on Montessori's view of the child

Observation

A minimum of eight hours academic lecture on the techniques of observations that includes lectures and activities for philosophy for scientific observation and pedagogy is required. Academic content of observation should precede the practicum phase.

1. Observation topics and practice should include the following:
    a. Purpose of Observation
    b. Scientific Pedagogy: Process and Steps
    c. Observation Types
    d. Observation Techniques
    e. Observation Forms
    f. Observation Tools
    g. Daily Observations
    h. Self-awareness of personal biases and perspectives
    i. Case Studies
    j. School Visits/Alternative Programs Serving Early Childhood
    k. Guided Practice (using video or school visit with discussion to follow)

Practicum Observation Hours (minimum 20 hours) – In addition, the following practicum observations are completed independently by the adult learner during the practicum phase:

1. A minimum of four observations in their own classroom and other classrooms.
2. Documented observation of children from 2 1⁄2–6.
3. The other two observations may be assigned by the course instructor.

Practicum Documented Observations 20 hours required during the practicum phase:

1. A maximum of 20 hours of documented observations may be considered toward the required 300 hours total for in-residence academic content.
2. Documented observation over 20 hours may not be included towards hours for in-residence content, but may be included in hours in excess of the 300 hours

total required.

Child Development/Psychology

In addition to Maria Montessori's ideas, the study of child development should include major contemporary theorists. Child Development should also take into consideration the culturally-diverse needs of different populations. The program may elect to have adult learners receive the child development/psychology component from outside sources, such as local community colleges or universities. If the course is a required prerequisite or taught outside the program, up to a maximum of 30 contact hours may be counted in the total contact hours for the course. This component will consider the following aspects of development of the young child:

1. Theories of development
2. Stages of development
3. Areas of development: physical, cognitive, emotional, social
4. Spiritual Development and Needs
5. The developmental impact of bias and racism on young children
6. The developmental impact of trauma, inequities and children at risk
7. Developmental Differences
8. Current research

Art, Music, Movement Curriculum

1. Art: philosophy and rationale, basic skills, two-dimensional work (easel or table), three-dimensional work, art appreciation and history
2. Music: philosophy and rationale, rhythmic skills, singing skills, instrumental skills, music appreciation and history
3. Movement: philosophy and rationale, body awareness, basic skills (loco-motor, stationary, games), line activities
4. Diverse and culturally responsive exposure to art and music

Family Involvement/Education (Parent-Educator Partnership)

1. Raising the level of awareness of Montessori education
2. Developing the knowledge base for stages of children's development
3. Providing strategies and options for collaboration with the school
4. Cultivate culturally sensitive methods in working with families
5. Application/implementation of strategies for guiding children's social and emotional behavior
6. Awareness of diversity, equity and inclusion within the family and school community.

Early Childhood Year-long Project

The Year-long project is a required practicum year assignment that involves independent research and development by the adult learner. The Year-long project is listed as a separate component on the course schedule and the hours are in addition to a curriculum area in which the project or research is based. Each adult learner chooses their own subject for development and it must pertain to an area of the program for children 2.5–6. Examples of project topics include development of an enrichment curriculum, children's literature, artist or composer studies, outdoor enrichment studies like gardening or

seasonal activities, science, dances or cooking from around the world, etc. THese are just a few ideas and the adult learner is able to choose a subject they wish to develop for future studies. Topics are subject to approval by the TEP.

The project must be approved by the Director by the end of the academic course so that it can be prepared and used with children throughout the Practicum Year. Once the project is approved, work on the project should begin, or at latest when the practicum begins.

Practicum Models and Time Periods — Early Childhood Course

Length of Practicum – Min. 540 hours of instructional class time.

The adult learner secures an internship in an approved Montessori school in which the theory and practice of Montessori education come together. The Early Childhood practicum is defined as lasting a minimum of a full academic school year, with the adult learner working at the practicum site in the classroom of an approved supervising teacher for a minimum of nine consecutive months or the full school year (540 hours). The adult learners class schedule may be daily for three hours a day, five days a week, or have a consistent partial week schedule. The minimum hours for the full practicum is 540 hours.

The TEP may offer alternative scheduling to the nine consecutive months if required, such as an adult learner who delays starting the practicum for a year, or an adult learner who has a two-year practicum. When an alternate schedule for the practicum experience is utilized, the director must explain the alternative model in the program's next annual report.

Over the course of the practicum, the adult learner is required to follow the development of the children in the assigned class and establish relationships with the children. The adult learner must present materials and participate in the various aspects of planning, record keeping, classroom management, and parent communication. The adult learner will document in-class observation of children, the environment, and the adults.

Each month the adult learner prepares a monthly report on the activities taught that month, problems arising, and plans for the coming month. A practicum supervisor communicates with the adult learner by reviewing the reports, writing comments, and contacting the adult learner by phone or email if necessary. The monthly reports are an ongoing vehicle of support for the adult learner in the teaching position. The Field Consultant visits the adult learner at least three times during the year. The monthly reports, personalization of albums, formal and informal observations, and an original Yearlong Project are completed during the practicum.

Age Span of Children

The class may contain children in the 2 ½ through 6 age span, but must contain at least the 3 through 6 age span to allow the adult learner to follow the developmental stages of children in an environment which is prepared to meet their social, emotional, intellectual, physical, and spiritual needs, and one which is equipped with the full complement of Montessori materials and experiences to support development of children's innate potential.

AMS recognizes that in some situations there may be environments that do not have the 2 ½ through 6 age range. Therefore, it is the responsibility of the program director to outline a plan in the adult learners file and to document how the adult learner receives experience in the full 2 ½ through 6 age range.

Model 1: Supervised Practicum

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

Model 2: Self-Directed Practicum

1. All requirements for the supervised practicum also apply to the self-directed practicum, with the exception that the adult learner has partial or full responsibility for the Montessori class without the daily guidance of a qualified supervising teacher in the classroom.
2. Adult learners ***may qualify*** for the self-directed practicum with one or more of the following prerequisites, along with written approval of the teacher education program director:
    a. Prior experience as an assistant in a Montessori environment
    b. Two or more years of previous teaching experience at the Early Childhood level
    c. A bachelor's degree from a regionally accredited U.S. college or university, or its equivalent
    d. A qualified supervising teacher is not available
3. A minimum of three on-site consultation/evaluation visits by a qualified field consultant plus additional support that is documented on the *AMS Credential Recommendation Form* is required. Additional support must include one or more of the following: extra visits, a local mentor teacher, monthly communication, or other support designed by the director. To best support the growth of the adult learner, the consultations/evaluation visits must be spread throughout the practicum phase.

Entry into the Early Childhood Practicum

No part of the practicum may precede the beginning of the academic phase of the course. Since the purpose of the practicum is to offer the adult learner the opportunity for practice with the information and insights acquired during the academic phase, **at least 90% of the academic contact hours for the level (not including assessment) must be completed <u>prior to the end</u> of the practicum experience.** In the case of a year-long academic phase, adult learners may begin the practicum phase during the first year of coursework, allowing the practicum phase to span a two-year academic cycle, so that **90% of the core curriculum instruction is completed prior to the end of the practicum.**

Final Assessment

Before the adult learner graduates from the Early Childhood Course a final assessment is held during the summer.

1. Lesson presentations will be assigned to participants during the Final Assessment, and adult learners will then present those lessons to their peers and TEP instructors.
2. Two written tests will be administered.
3. Depending on the number of adult learners in the Final Assessment cohort, 3–5 days will be required to complete the Final Assessment.
4. Adult learners will receive the results of their written exams by August 31.
5. After the adult learner has successfully completed all requirements of the Teacher Education Program and all financial obligations have been met, the recommendation for the credential will be sent to the AMS office by the Executive Director.
6. The request for the AMS EC Credential will be sent to the AMS office along with the adult learner's original transcripts. The credential is signed by the AMS President, then mailed to the teacher education program for the director's signature. The program then mails the credential to the graduate. This process may take some time, so if immediate confirmation of course completion is needed, the program will write a letter of completion, if requested.

Objectives

1. To demonstrate competency in the presentation of the Montessori materials.
2. To demonstrate competency in Montessori principles and philosophy.
3. To verify completion of the Teacher Resource Manuals required by the teacher education course.
4. To present the Yearlong Project to the participants.

Early Childhood (2.5–6) Course Materials and Equipment

The practicum classroom must be equipped with the full complement of Montessori materials and activities appropriate to the ages and needs of the children at the Early Childhood age level.

Practical Life, Arts and Crafts	
Grace and Courtesy (greetings, please, thank you, sorry, interrupting, etc.)	Flower arranging
Walking on a Line	Feeding an animal
Rolling and unrolling a rug	Dressing Frame- Buttons, Zipper, buckles, Lacing, bow-tying
Moving Furniture	Nose-blowing
Sequence of Pouring activities (incl. solids and liquids)	Hand-washing
Sequence of Scooping/Spooning activities	Clothes/Towel- Washing
Sequence of Squeezing activities (e.g. sponge/baster/clothespins/tongs/tweezers)	Sequence of Food Preparation and Serving activities
Sequence of Threading activities	Dish-washing
Sequence of Twisting activities (bottles & caps, nuts & bolts, etc.)	Outdoor Gardening activities (e.g. raking, weeding, planting, watering, harvesting)
Sequence of Folding activities	Play Dough (or Clay)
Sweeping activities (broom, dustpan & brush, table brush & pan)	Crayons
Mopping the floor (mop and bucket)	Sequence of Pasting/Glue activities
Scrubbing a table / chair	Sequence of Scissor Cutting activities
Washing a window (or mirror)	Sequence of Brush Painting activities
Sequence of Polishing activities (mirror/wood/metal)	Sequence of Sewing / Weaving activities
Watering a plant	
Sensorial	
Cylinder Blocks (Knobbed Cylinders) – 4 blocks	Thermic Bottles
Pink Tower (Tower of Cubes)	Smelling Bottles
Brown Stair (Broad Stair)	Tasting exercise
Red Rods (Long Rods)	Sequence of Sorting activities (by size, color, shape, etc.)
Knobless Cylinders – 4 boxes	Silence Game

Color Tablets – Box I, Box II, Box III	Sorting activities by size and color
Geometric Cabinet w/ Demonstration Tray and 3 sets of cards	Photographs/Illustrations of building using the following materials
Constructive Triangles – 5 Boxes: Triangle, Large Hexagon, Small Hexagon, Rectangle, Blue Geometric Solids and Bases	Cylinder Blocks (Knobbed Cylinders) – 4 blocks
Binomial Cube	Pink Tower (Tower of Cubes)
Trinomial Cube	Brown Stair (Broad Stair)
Sound Boxes (Sounds Cylinder)	Red Rods (Long Rods)
Bell Material w/ mallet and damper	Knobless Cylinders – 4 boxes
Rough and Smooth Boards – 2 or 3 boards	Color Tablets – Box II
Rough Gradation Tablets (Touch Tablets)	Color Mixing
Fabric matching (Touch Fabrics)	Picture Cards or Matching Geometric solids in real life
Fabric matching (Touch Fabrics)	Geo Boards
Mystery Bag (Stereognostic)	Pattern Blocks
Math	
Red and Blue Rods (Number Rods and Numerals)	Addition w/ Bead Bars
Sandpaper Numerals	Multiplication w/ Bead Bars
Spindle Boxes	Addition Strip Board and Tables
Numerals and Counters (Cards and Counters / Odds and Evens)	Subtraction Strip Board and Tables
Memory Game	Multiplication Board and Tables
Golden Beads - Intro to Decimal Quantity (One Tray)	Unit Division Board and Tables
Golden Beads - Large and Small Numeral cards	Addition Working Charts (Finger Charts, etc.)
Golden Beads - Intro to Decimal System (Nine Tray/Function of the Decimal System)	Subtraction Working Charts (Finger Charts, etc.)
Golden Beads - Four Operations (Addition, Multiplication, Subtraction, Division)	Multiplication Working Charts (Finger Charts, etc.)
Stamp Game	Division Working Charts (Finger Charts, etc.)
Teen Boards and Beads	Multiplication w/ Bead Bars
Tens Boards and Beads	Numeral Cards
Hundred Board	Dot Game

Short Bead Stair	Equation Cards (static and dynamic)
Short Bead Chains (Square chains) w/ squares and arrows	Fractions
Long Bead Chains (Cube chains) w/ cubes and arrows	Fraction Circles (Insets)
Addition Snake Game	Fraction Skittles
Language	
Oral language development activities (Sharing news, fingerplays, songs, stories, etc.)	Picture/word matching - w/phonograms
Child library area w/ fiction and non-fiction picture books	Silent e
Picture/Object matching	Sight Words
Picture/Picture matching	Environmental Labels
Classified Three Part cards (Pictures, labels, control cards)	Action Commands
Classified Picture cards for vocabulary and sorting by category	Series of Phonics-based Readers
Phonemic awareness activities w/ objects or pictures (e.g. I-Spy)	Object Boxes (match initial sounds)
Metal Insets w/ pencils, pencil holders, trays, paper	Objects to be spelled using the Movable Alphabet
Sandpaper Letters	Pictures to be spelled using the Moveable Alphabet
Sand Tray	Composing Words
Large Movable Alphabet - composition of words and phrases	Vocabulary Activities
Small chalkboards or whiteboards for writing	Non-phonetic reading books
Writing Sequence	Easy Readers
Comprehensive writing program	Poetry
Object Box I: Intro to reading phonetic words	Mini environments /phonetic
Picture/word matching - phonetic	Mini environments /non-phonetic
Object Box II: Intro to reading words w/ phonograms	Mini environment for intro to grammar
Double Sandpaper Letters	Grammar Symbols – Noun, verb, article, adjective

Cultural (Geography, History, Natural, and Physical Sciences)	
Land and Water Forms	Classification: Animal/Plant picture cards
Land and Water Forms Three Part Cards and Definitions	Parts of a Horse (mammal)
Globe of Land and Water (Sandpaper Globe)	Parts of a Bird
Globe of the Continents (Continents Globe)	Parts of a Turtle (reptile)
Puzzle Map - World Parts (Hemispheres)	Parts of a Frog (amphibian)
Puzzle Map - North America	Parts of a Fish
Puzzle Map - South America	Botany Cabinet (leaf shapes) and cards
Puzzle Map - Europe	Parts of a Plant (tree)
Puzzle Map - Asia	Parts of a Flower
Puzzle Map - Africa	Parts of a Leaf
Puzzle Map - Australia	Sink/Float activity
Puzzle Map - A country e.g. USA, Mexico, Canada,	Life Cycle of an Animal (e.g. frog, fish)
Tool and felt pad for pin-pricking maps	Life Cycle of a Plant (e.g. pumpkin, seed)
Packets of Pictures for Continents / Countries	Magnetic/Non-magnetic activity
Flags	Solid to Liquid to Gas activity
Calendar	Peace Education materials
Clock	Directions – North, South, East, West
Classification: Living/Non-Living picture cards	Cultural Artifacts
Classified Picture Cards - Animals	Cultural Explorations of the World (e.g. Continents, Countries, Clothing, *Food, Landmarks, Traditions)
Classified Picture Cards - Plants	Observation of Seasons Activities
Musical Instruments	Time Activities
History Activities	Artists and History of Art
Nomenclature Cards (cultural)	Art Materials (various mediums and techniques)

Early Childhood Overview

Course Components

The course contains one component, the Academic Component. There is no Practicum Component or Final Assessment Component.

- The **Academic Component** is an overview of the Early Childhood course, and contains 40 hours. This is held online and must be completed prior to the final assessment for an Elementary I or Elementary I-II credential, preferably prior to the academic coursework for the EI course.

Completion of an Overview Course is required of all credential candidates at the Elementary course level who do not already hold an AMS recognized teaching credential for Early Childhood. Early Childhood (EC) is the foundation of the Montessori Elementary program, and it is important that the adult learner attending Elementary courses understands the basic Montessori philosophy as practiced during the early childhood years in Montessori schools. Many of the EC materials continue to be used in the Elementary I program for children, ages 6–9, in more advanced presentations and concepts. The Montessori educational program for children is a continuing and related plan for children from ages 2.5–12.

The following aspects of Montessori pedagogy are addressed in relation to the 2.5–6 program.

1. **Montessori's View of the child at this age level**
   To include natural learning through all planes of development, self-motivated hands-on activity, intrinsic satisfaction, sensitive periods, empathy/compassion, and normalization.
2. **The Learning Environment at this age level**
   To include Montessori's "Casa dei Bambini" experiment, physical and emotional space, aesthetics and classroom design, activities and manipulative materials as curriculum, control of error, freedom and choice, uninterrupted work period, shared responsibility for care and maintenance of the indoor and outdoor environments, and participation in the community beyond the school.
3. **Role of the Adult at this age level**
   To include teacher as a guide and role model who fosters respect, empathy, compassion, and social development without bias; how to respond to error or inappropriate behavior; the team approach, responsibilities of the lead teacher and support staff; how to communicate and build relationships with children/adolescents.
4. **Curriculum at this age level**
   To include awareness of curriculum components for the specific level including, lesson sequencing, three period lessons, conflict resolution and cultural diversity as appropriate for the specific age level.
5. **Classroom Observation at this age level**
   To include a minimum of a 3-hour observation of a classroom work cycle. Inperson, virtual or video observations are acceptable. Three hours are required as part of the overview course. These observations are part of the overview course, not the observation course at the level of credential.

Early Childhood Overview Course Materials and Equipment

Practical Life list discussed, selected materials viewed, and terms explained	
Motive Of Activity	Logical Sequence
Movement To Be Analyzed (Analysis Of Movement)	Point Of Interest
Isolation Of Difficulty	Control Of Error
Preliminary Exercise	Motive Of Perfection
Sensorial Materials discussed	
Concepts built into the materials	Tactile discrimination of texture, temperature, pressure (baric)
Base Ten as a System of Numeration	Olfactory, Gustatory
Regular gradation	Stereognostic
Visual discrimination of size, shape, color	Auditory discrimination of intensity and pitch
Materials presented and explained that will impact Elementary classes	
Sensorial	**Math**
Pink Tower, Broad Stair, Long Rods	Golden Bead Material and 4 operations dynamic
All boxes of Constructive Triangles	Stamp Game 4 operations dynamic (through division with 2- and 3-digit divisors)
Binomial and Trinomial Cubes and labels	Small Bead Frame for dynamic addition and subtraction
Geometric Cabinet	Use of the Bead Bars
Geometric Solids	Positive and Negative Snake Games
Bells	Bead Cabinet exercises
Sensorial Decanomial	Math Charts
Language	**Various Cultural Materials**
General lessons on phonics and phonics materials	Botany
Sandpaper Letters	Zoology
Movable Alphabets	Geography
Classified Pictures organized by phonics	
Grammar Symbols	
Metal Insets	

Elementary

The Elementary Teacher Training courses (Elementary I and Elementary I-II) consist of core subjects of Mathematics/Geometry, Language, Geography, History, Biology, Physical Sciences, Curriculum Design, and Classroom Leadership. In addition, the course includes Montessori Philosophy, Child Development, Practical Life, Movement and PE, Art, and Music. These courses are for the adult learner who wishes to teach ages 6–9 (Elementary I) or 9–12 (Elementary I–II).

Prerequisites for the AMS 6-9 (EI) Elementary Credential course:

1. Early Childhood Credential from an AMS, NCME, or an approved Early Childhood Montessori Teacher Education Program or the 40 hour Early Childhood Overview.
2. A bachelor's degree from a regionally accredited college/university or equivalent.

Prerequisites for the AMS 6-12 (EI–II) Elementary Credential:

1. AMS or NCME EI Credential verified:
    a. If an applicant has an EI Credential from other than AMS or NCME EI Course, course work from another EI organization may be evaluated. Deficiencies will be determined and must be arranged for make-up before the AMS EI-II Credential may be given.
2. A bachelor's degree from a regionally accredited college/university or equivalent.

Elementary I

The Elementary I Teacher Training course consists of core subjects of Mathematics/Geometry, Language, Geography, History, Biology, Physical Sciences, Curriculum Design, and Classroom Leadership. In addition, the course includes Montessori Philosophy, Child Development, Practical Life, Movement and PE, Art, and Music. This course is for the adult learner who wishes to teach ages 6–9 years old.

Prerequisite: Early Childhood Credential from an AMS, NCME or an approved Early Childhood Montessori Teacher Education Program or the 40 hour Early Childhood Overview. *

* Cost for the Overview is not included in the tuition fees for the Elementary Teacher Education Course.

It is required that the adult learner must have 60 units of college credit in order to take the academic component for credential credit. A bachelor's degree is required to be admitted to the credential component (practicum and final assessment.) If the adult learner does not have 60 units of college credit, they may attend the academic component as an audit adult learner wishing information only.

Course Components

The course contains three components, the Academic Component, the Practicum Component, and the Final Assessment Component.

- The **Academic Component** is held primarily over two summers, and contains 325 hours. Classes are held Monday through Friday, from 8–5:30. Additional seminars are held during the school year on two Saturdays or once a month on Wednesday afternoons from 3:15–5:15.
- The **Practicum Component** consists of an internship in an approved Montessori school, lasting a

full academic school year, and is 1080 hours, beginning after the second part of the academic training is completed.

- The **Final Assessment Component** is held in the summer following the end of the practicum phase, and consists of two written final exams and one oral exam.

Elementary Practicum Seminars

A minimum of 16 academic contact hours is required during the practicum phase, if the academic phase is held primarily in the summer. These seminars may be scheduled on two Saturdays from 8–4:30, or once a month on Wednesday afternoons, 3:15–5:15 throughout the school year.

Elementary Academic Component Descriptions

EI Mathematics

1. 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.)

EI Geometry

1. Plane Figures: Angles, Triangles, Polygons, Circles (Geometric Cabinet, Sticks,
2. Nomenclature)
3. Equivalence, Similarity, Congruence (Constructive Triangles)
4. Solids (Geometric Solids and Bases)

EI Language

1. Reading and Writing that include culturally-responsive and diverse learning approaches
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 exploring diverse topics including anti-bias, antiracist

EI GEOGRAPHY/HISTORY/SCIENCES

EI Geography

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 with emphasis on diverse cultures (Fundamental Needs of People charts – horizontal)

EI History

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. Historical contributions of a variety of racial, ethnic and cultural groups

EI Biology

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

EI Physical Sciences Curriculum (Core)

1. Science experiments and demonstrations

EI CURRICULUM DESIGN AND CLASSROOM LEADERSHIP

EI Curriculum Design

1. Material Making
2. Real world learning experiences (Going Out)
3. Community Service
4. Considerations of equity and diversity in curriculum design

EI Classroom Leadership

1. Freedom and Responsibility
2. The role of the teacher - guide, initiator, observer, group leader, mentor
3. Preparation of the culturally-responsive environment.
4. Flexible scheduling, uninterrupted blocks of time, individual work plans
5. Scheduling for the staff as well as the schedule for the child's day
6. Curriculum planning – daily, weekly, monthly
7. Planning when to give individual and small group lessons
8. Record-keeping and monitoring individual student progress
9. Evaluation of children with equity at the core
10. Approaches to formal assessment
11. Large group activities
12. Building community
13. Peaceful classrooms
14. Multi-culture and diversity in all forms
15. Conflict resolution using culturally-relevant techniques for discipline, communication, and problem-solving

16. Inclusion of children with disabilities and children who learn differently
17. Family involvement (incl. parent volunteers, parent-teacher conferences, progress reports)
18. Understanding human needs and requirements (children, families and staff) specific to a full day or extended day program
19. Understanding issues related to school administration, professional relationships and best practices using the culturally-responsive ideology.
20. Starting a new class
21. Understanding issues related to school administration, professional relationships and best practices using the culturally-responsive ideology.

EI MONTESSORI PHILOSOPHY AND CHILD DEVELOPMENT

EI Montessori Philosophy

1. Characteristics of elementary age children (The Second Plane of Development)
2. Self-directed, autonomous learners
3. Preparation of the teacher
4. Preparation of the classroom environment – physical, spiritual, psychological
5. Integrated curriculum (Cosmic education and Great Lessons)
6. Education for Peace
7. Overview of Montessori's principles and ideas particularly as they relate to equity justice
8. Montessori's view of the child, the rights of the child and the place of children in society
9. Emphasis on Montessori's concept of the child from age 6–9 including identity development and identity validation using culturally responsive methods
10. Scientific analysis of how to nurture and assist the unfolding of the human personality using an anti-biased and antiracist lens
11. Positive communication with emphasis on personal development and in consideration of anti-biased antiracist language
12. Adult anti-biased antiracist practices based on Montessori's view of the child
13. Observation strategies and practice: Up to 4 hours of documented practice observations during the academic phase may be used to meet minimum contact hour requirements for component

EI Child Development

In addition to Maria Montessori's ideas, the study of child development should include major contemporary theorists. Child Development should also take into consideration the culturally-diverse needs of different populations. The program may elect to have adult learners receive the child development/psychology component from outside sources, such as local community colleges or universities. If the course is a required prerequisite or taught outside the program, up to a maximum of 30 contact hours may be counted in the total contact hours for the course.

This component will consider the following aspects of development of the child:

1. Physical, cognitive & social-emotional development of 6–12 year olds
2. Theories of development
3. Spiritual Development and Needs
4. The developmental impact of bias and racism on children

5. The developmental impact of trauma, inequities and children at risk
6. Developmental Differences
7. Current research

EI Practical Life

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.
7. Culturally responsive grace and courtesy

EI MOVEMENT, ART, AND MUSIC

EI Movement and Physical Education

1. Age-appropriate exercise, games and sports

EI Art

1. Drawing, Painting, Sculpture – tools and techniques
2. Art appreciation using a diverse and multicultural lens
3. Crafts

EI Music

1. Singing
2. Musical instruments
3. Music appreciation using a diverse and multicultural lens

Elementary I Year-long Project

The Year-long project is a required practicum year assignment that involves independent research and development by the adult learner. The Year-long project is listed as a separate component on the course schedule and the hours are in addition to a curriculum area in which the project or research is based. Each adult learner chooses their own subject for development and it must pertain to an area of the program for children 6–9 or 9–12. Examples of project topics include the development of subjects like science, biology, human values/diversity, Anti-Racist Anti-Bias curriculum with lessons throughout the year with interactive activities. Other options include coordinating dance, art, music or cooking activities with Cosmic Education curriculum subjects, exploration in art media and art appreciation with interactive activities, adaptations for children with learning differences throughout the Montessori curriculum and in the Montessori Elementary classroom, development of large motor activities and games or P.E. activities to use throughout the year. These are just a few ideas and the adult learner is able to choose a subject they wish to develop for future studies. Topics are subject to approval by the TEP.

The project must be approved by the Director by the end of the academic course so that it can be prepared and used with children throughout the Practicum Year. Once the project is approved, work on the project should begin, or at latest when the practicum begins.

Practicum Models and Time Periods — Elementary I Course

Length of practicum – Minimum 1080 hours of instructional class time.

The adult learner secures an internship in an approved Montessori elementary school in which the theory and practice of Montessori education come together. The Elementary practicum is defined as lasting a full academic year, with the adult learner working at the practicum site school in a Montessori Elementary environment at the age level of the course for a minimum of six hours a day, five days a week, for nine consecutive months (minimum 1080 hours). For the Elementary I–II credential, the adult learner may complete the practicum in either an Elementary I, or an Elementary II classroom.

The TEP may offer alternative scheduling to the nine consecutive months if required, such as an adult learner who delays starting the practicum for a year, or an adult learner who has a two-year practicum. When an alternate schedule for the practicum experience is utilized, the director must explain the alternative model in the program's next annual report.

Over the course of the practicum, the adult learner is required to follow the development of the children in the assigned class and establish relationships with the children. The adult learner must present materials and participate in the various aspects of planning, record keeping, classroom management, and parent communication. The adult learner will document in-class observation of children, the environment, and the adults.

Each month the adult learner prepares a monthly report on the activities taught that month, problems arising, and plans for the coming month. A practicum supervisor communicates with the adult learner by reviewing the reports, writing comments, and contacting the adult learner by phone or email if necessary. The monthly reports are an ongoing vehicle of support for the adult learner in the teaching position. The Field Consultant visits the adult learner at least three times during the year. The monthly reports, personalization of albums, formal and informal observations, and an original Yearlong Project are completed during the practicum.

Age Span of Children

The class should contain children in the full age span for the level at which the adult learner is completing the practicum (except in the case of a beginning class, which may contain an age span of less than three years). AMS recognizes that in some situations there may be environments that do not have the full 6–9 or 9–12 age range. Therefore, it is the responsibility of the TEP director to outline a plan in the adult learner's file and to document how the adult learner receives experience in the full 6–9 or 9 through 12 age range. Arrangements may be made for the practicum to be done at the 6–9 or 9–12 level if the adult learner has attended the full 6–12 courses of study.

Model 1: Supervised Practicum

1. The adult learner is supervised in the Montessori Elementary classroom by an approved qualified supervising teacher.

2. A minimum of three on-site consultation/evaluation visits by a qualified field consultant is required for a supervised practicum.

Model 2: Self-Directed Practicum

1. The adult learner in the Montessori Elementary classroom does not have a qualified supervising teacher.
2. A minimum of three on-site consultation/evaluation visits by a qualified field consultant plus additional support that is documented on the AMS CredentialRecommendation Form is required. Additional support must include one or more of the following: extra visits, a local mentor teacher, monthly phone or e-mail contact, or other support designed by the director. To best support the growth of the adult learner, the consultations/evaluation visits must be spread throughout the practicum phase.

Entry into Elementary Practicum

No part of the practicum may precede the beginning of the academic phase of the course. Since the purpose of the practicum is to offer the adult learner the opportunity for practice with the information and insights acquired during the academic phase, **at least 90% of the academic contact hours for the level (not including assessment) must be completed prior to the end of the practicum experience.** In the case of a year-long academic phase, adult learners may begin the practicum phase during the first year of coursework allowing the practicum phase to span a two-year academic cycle, so that **90% of the core curriculum instruction is completed prior to the end of the practicum.**

Final Assessment

Before the adult learner graduates from the EI Course a final assessment is held during the summer.

1. Lesson presentations will be assigned to participants during the Final Assessment, and adult learners will then present those lessons to their peers and TEP instructors.
2. Two written tests will be administered.
3. Depending on the number of adult learners in the Final Assessment cohort, 3-5 days will be required to complete the Final Assessment.
4. Adult learners will receive the results of their written exams by August 31.
5. After the adult learner has successfully completed all requirements of the Teacher Education Program and all financial obligations have been met, the recommendation for the credential will be sent to the AMS office by the Executive Director.
6. The request for the AMS EI Credential will be sent to the AMS office along with the adult learner's original transcripts. The credential is signed by the AMS President, then mailed to the teacher education program for the director's signature. The program then mails the credential to the graduate. This process may take some time, so if immediate confirmation of course completion is needed, the program will write a letter of completion, if requested.

Objectives

1. To demonstrate competency in the presentation of the Montessori materials.
2. To demonstrate competency in Montessori principles and philosophy.

3. To verify completion of the Teacher Resource Manuals required by the teacher education course.
4. To present the Yearlong Project to the participants.

Elementary I (6–9) Course Materials and Equipment

The practicum classroom must be equipped with the full complement of Montessori materials and activities appropriate to the ages and needs of the children at the Elementary I age level.

Math	
Materials for History of Math	Large Bead Frame(s)
Quantity of Golden Bead Material	Hierarchical Material (Unit-Million)
Quantity of Short Bead Stair Bars	Checkerboard (for multiplication)
(Arithmetic) Memorization Charts and Equations	Horizontal (Gold) Bead Frame(s)
Addition and Subtraction (Positive and Negative) Strip Boards.	Bank Game Cards (for multiplication)
Addition Snake Game	Test Tube Division
Subtraction Snake Game	Pegboard (for Multiples/Factors)
Multiplication Snake Game	Decimal Fraction Material
Bead Cabinet & Arrows	Fraction Skittles and Insets
Decanomial Materials (Decanomial Bead Bar Box, Cubes, Squares)	Fraction Insets (angle measurement and percent's)
Stamp Games	Fractions (Parts of a Circle – working pieces)
Division Boards	Math Word Problems
Small Bead Frame(s)	
Geometry	
Geometric Cabinet	Classified Nomenclature
Constructive Triangles	Equivalency Material I – Square divided into rectangles and triangles
Geometric Solids	Montessori Protractor/Instrument for Measurement of Angles
Geometry Stick Material	
Language	
Materials for the Study of the History of Language	Command Cards: 1, 2, 3 Actions
Comprehensive Phonetic Reading Program	Word Studies Activities
Printed Bi-color Movable Alphabet	Mini Environments and labels

Phonetic Word Building Activities	Grammar Boxes
Sandpaper Letters for Handwriting	Grammar Symbols and Activities
Words to Pictures Cards	Sentence Analysis Charts and Boxes with Arrows for Sentence Analysis/Reading Analysis/Sentence Construction/ Logical Analysis
Sentences to Pictures Cards	Material for Irregular Verbs
Sight Words	
Cultural (Geography, History, Natural, and Physical Sciences)	
GEOGRAPHY MATERIALS	
Geography - Physical	**Geography - Political**
Classified Nomenclature for Geography	Puzzle Maps of Continents/Control Maps
Geography Experiments supporting Impressionistic Charts	Flags of The World and Stands
Geography Impressionistic Charts:	Nomenclature of the Flag
The Universe, The Solar System and the Earth	Physical and Political Pin Maps
Solar Energy and The Earth	
Movements of the Earth/Consequences	
HISTORY MATERIALS	
Coming of Humans	BCE and CE and/or BC-AD Time Line with Golden Bead materials, Century Label Cards, and selection of representative pictures
Concept of Time	Long Black Line (timeline)
Day, Week, Month, Year, Year and Its Parts, Seasons	Clock of Eras
Personal Time Lines	Timeline of Life/Control and Mute
Clock Work	Fundamental Needs of People: Timeline and selection of cards from several time periods/civilizations
LIFE SCIENCE MATERIALS	
Timeline of Life	
Zoology Material	Classified Nomenclature of Invertebrates
Pictures of Vertebrates and Invertebrates for sorting and further classification	Five Kingdoms Chart/Domains of Life

Classified Nomenclature of External Parts of Vertebrates (Wall Charts, 3 Part Cards, Booklets)	**Botany Material**
Classified Nomenclature of Internal Parts of Vertebrates (Wall Charts, 3 Part Cards, Booklets)	Botany Classified Nomenclature for: Plant, Roots, Stem/Trunk, Leaves, Flowers, Fruit, Seed
Animal First Knowledge Stories (picture, label, story)	Botany Impressionistic Charts
Animal First Knowledge Questions and Answers	Plant First Knowledge Stories (picture, label, story)
Five Kingdom/Animal Kingdom Classification Charts	Materials for Botany Experiments
Practical Life, Arts and Crafts	
Practical Life	
The Arts	
Other	
Peace Education	Access to a library for research and pleasure reading (classroom or school)

Elementary I–II

The Elementary I–II Teacher Training course consists of core subjects of Mathematics/Geometry, Language, Geography, History, Biology, Physical Sciences, Curriculum Design, and Classroom Leadership. In addition, the course includes Montessori Philosophy, Child Development, Practical Life, Movement and PE, Art, and Music. This course is for the adult learner who wishes to teach ages 6–9 or 9–12 years old.

Prerequisite: Early Childhood Credential from an AMS, NCME or an approved Early Childhood Montessori Teacher Education Program or the 40 hour Early Childhood Overview. *

* Cost for the Overview is not included in the tuition fees for the Elementary Teacher Education Course.

It is required that the adult learner must have 60 units of college credit in order to take the academic component for credential credit. A bachelor's degree is required to be admitted to the credential component (practicum and final assessment.) If the adult learner does not have 60 units of college credit, they may attend the academic component as an audit adult learner wishing information only.

The 6–12 Credential is given only after the adult learner has completed all 6-9 Credential course work and the 9–12 component. Beyond the 6–9 Credential, a minimum of 175 hours is required for the 6–12 Credential. This course is offered every other year, in the summer immediately following the second part of the EI course.

Montessori Materials used in the Elementary program for ages 9–12 are presented during each daily session. Many paper materials (such as illustrations for charts, time lines, and classified nomenclatures, drawings and labels) will be distributed at no additional charge.

Course Components

The course contains three components, the Academic Component, the Practicum Component, and the Final Assessment Component.

- The **Academic Component** is held primarily over two summers, and contains 325 hours. Classes are held Monday through Friday, from 8–5:30. Additional seminars are held during the school year on two Saturdays or once a month on Wednesday afternoons from 3:15–5:15.
- The **Practicum Component** consists of an internship in an approved Montessori school, lasting a full academic school year, and is 1080 hours, beginning after the second part of the academic training is completed.
- The **Final Assessment Component** is held in the summer following the end of the practicum phase, and consists of two written final exams and one oral exam.

Elementary Practicum Seminars

A minimum of 16 academic contact hours is required during the practicum phase, if the academic phase

is held primarily in the summer. These seminars may be scheduled on two Saturdays from 8–4:30, or once a month on Wednesday afternoons, 3:15–5:15 throughout the school year.

Elementary Academic Component Descriptions

EI–II Mathematics

1. 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

EI–II Geometry

1. Plane Figures: Angles, Triangles, Polygons, Circles (Geometric Cabinet, Sticks, Nomenclature)
2. Equivalence, Similarity, Congruence (Constructive Triangles)
3. Solids (Geometric Solids and Bases)
4. Advanced Equivalence (Fraction Cabinet material)
5. Area (Fraction Cabinet materials and Yellow prisms)
6. Volume (Metal Solids)
7. Theorem of Pythagoras (Fraction Cabinet material)

EI–II Language

1. Reading and Writing that include culturally responsive and diverse learning approaches
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) from multiple global perspectives
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. Literature exploring diverse topics including anti-bias, antiracist

EI–II GEOGRAPHY/HISTORY/SCIENCES

EI–II Geography

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. Culturally responsive teaching of world cultures (Fundamental Needs of People charts – horizontal)
7. Economic Geography
8. Landforms - Work of Air & Water

EI–II History

1. Culturally responsive teaching of 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 including anti-bias antiracist education
6. Explorations and Migrations including anti-bias antiracist education
7. Prehistory, local, and national history including anti-bias antiracist education
8. Government

EI–II Biology

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 Ecosystems

EI–II Physical Sciences

1. Topics in Geology, Chemistry, Meteorology, Astronomy
2. Laboratory Experiments
3. Science experiments and demonstrations

EI–II CURRICULUM DESIGN AND CLASSROOM LEADERSHIP

EI–II Curriculum Design

1. Material Making
2. Going Out
3. Community Service
4. Considerations of equity and diversity in curriculum design

EI–II Classroom Leadership

1. Building Community in the Classroom
2. Peaceable Classrooms, Conflict Resolution
3. Inclusion of children with special needs
4. Record-keeping & Tracking
5. Assessment
6. Planning – daily, weekly, monthly

EI–II Montessori Philosophy and Child Development

A thorough understanding of Montessori philosophy is the foundation to all Montessori teacher education programs. Philosophy is presented as a separate course component and is also interwoven throughout all course components.

EI–II Montessori Philosophy

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
4. Self-directed, autonomous learners
5. Integrated curriculum (Cosmic education and Great Lessons)
6. Education for Peace
7. Overview of Montessori's principles and ideas particularly as they relate to equity justice
8. Montessori's view of the child, the rights of the child and the place of children in society
9. Emphasis on Montessori's concept of the child from age 6-12 including identity development and identity validation using culturally responsive methods
10. Scientific analysis of how to nurture and assist the unfolding of the human personality using an anti-biased and antiracist lens
11. Positive communication with emphasis on personal development and in consideration of anti-biased antiracist language
12. Adult anti-biased antiracist practices based on Montessori's view of the child

13. Observation strategies and practice
14. (Up to 4 hours of documented practice observations during the academic phase may be used to meet minimum contact hour requirements for this component.)

EI–II Child Development

1. Physical, cognitive & social-emotional development of 6-12 year olds

EI–II Practical Life

1. Self-care, hygiene, health, safety
2. Care of the environment
3. Gardening
4. Food preparation
5. Information technology and media
6. Studio spaces, equipment, tools and activities, including sewing, woodworking
7. Culturally responsive grace and courtesy

EI–II MOVEMENT, ART, AND MUSIC

EI–II Movement and Physical Education

1. Age-appropriate exercise, games and sports

EI–II Art

1. Drawing, Painting, Sculpture – tools and techniques
2. Art appreciation using a culturally responsive and diverse lens
3. Crafts

EI–II Music

1. Singing
2. Musical instruments
3. Music appreciation using a culturally responsive and diverse lens

Elementary I–II Year-long Project

The Year-long project is a required practicum year assignment that involves independent research and development by the adult learner. The Year-long project is listed as a separate component on the course schedule and the hours are in addition to a curriculum area in which the project or research is based. Each adult learner chooses their own subject for development and it must pertain to an area of the program for children 6–9 or 9–12. Examples of project topics include the development of subjects like science, biology, human values/diversity, Anti-Racist Anti-Bias curriculum with lessons throughout the year with interactive activities. Other options include coordinating dance, art, music or cooking activities with Cosmic Education curriculum subjects, exploration in art media and art appreciation with interactive activities, adaptations for children with learning differences throughout the Montessori curriculum and in the Montessori Elementary classroom, development of large motor activities and games or P.E. activities to use throughout the year. These are just a few ideas and the adult learner is able to choose a subject they wish to develop for future studies. Topics are subject to approval by the TEP.

The project must be approved by the Director by the end of the academic course so that it can be prepared and used with children throughout the Practicum Year. Once the project is approved, work on the project should begin, or at latest when the practicum begins.

Practicum Models and Time Periods — Elementary I–II Course

Length of practicum – Minimum 1080 hours of instructional class time.

The adult learner secures an internship in an approved Montessori elementary school in which the theory and practice of Montessori education come together. The Elementary practicum is defined as lasting a full academic year, with the adult learner working at the practicum site school in a Montessori Elementary environment at the age level of the course for a minimum of six hours a day, five days a week, for nine consecutive months (minimum 1080 hours). For the Elementary I–II credential, the adult learner may complete the practicum in either an Elementary I, or an Elementary II classroom.

The TEP may offer alternative scheduling to the nine consecutive months if required, such as an adult learner who delays starting the practicum for a year, or an adult learner who has a two-year practicum. When an alternate schedule for the practicum experience is utilized, the director must explain the alternative model in the program's next annual report.

Over the course of the practicum, the adult learner is required to follow the development of the children in the assigned class and establish relationships with the children. The adult learner must present materials and participate in the various aspects of planning, record keeping, classroom management, and parent communication. The adult learner will document in-class observation of children, the environment, and the adults.

Each month the adult learner prepares a monthly report on the activities taught that month, problems arising, and plans for the coming month. A practicum supervisor communicates with the adult learner by reviewing the reports, writing comments, and contacting the adult learner by phone or email if necessary. The monthly reports are an ongoing vehicle of support for the adult learner in the teaching position. The Field Consultant visits the adult learner at least three times during the year. The monthly reports, personalization of albums, formal and informal observations, and an original Yearlong Project are completed during the practicum.

Age Span of Children

The class should contain children in the full age span for the level at which the adult learner is completing the practicum (except in the case of a beginning class, which may contain an age span of less than three years). AMS recognizes that in some situations there may be environments that do not have the full 6–9 or 9–12 age range. Therefore, it is the responsibility of the TEP director to outline a plan in the adult learner's file and to document how the adult learner receives experience in the full 6–9 or 9–12 age range.

Arrangements may be made for the practicum to be done at the 6–9 or 9–12 level if the adult learner has attended the full 6–12 courses of study.

Model 1: Supervised Practicum

3. The adult learner is supervised in the Montessori Elementary classroom by an approved qualified supervising teacher.
4. A minimum of three on-site consultation/evaluation visits by a qualified field consultant is required for a supervised practicum.

Model 2: Self-Directed Practicum

3. The adult learner in the Montessori Elementary classroom does not have a qualified supervising teacher.
4. A minimum of three on-site consultation/evaluation visits by a qualified field consultant plus additional support that is documented on the AMS CredentialRecommendation Form is required. Additional support must include one or more of the following: extra visits, a local mentor teacher, monthly phone or e-mail contact, or other support designed by the director. To best support the growth of the adult learner, the consultations/evaluation visits must be spread throughout the practicum phase.

Entry into Elementary Practicum

No part of the practicum may precede the beginning of the academic phase of the course. Since the purpose of the practicum is to offer the adult learner the opportunity for practice with the information and insights acquired during the academic phase, **at least 90% of the academic contact hours for the level (not including assessment) must be completed prior to the end of the practicum experience.** In the case of a year-long academic phase, adult learners may begin the practicum phase during the first year of coursework, allowing the practicum phase to span a two-year academic cycle, so that **90% of the core curriculum instruction is completed prior to the end of the practicum.**

For Elementary I–II adult learners completing a practicum in an Elementary II classroom, a significant percentage of the total Elementary I–II curriculum, including part of the Elementary II curriculum, must be completed in advance of the practicum, in order to have a successful experience. The practicum may not end before 90% of the Elementary II core content has been presented.

Final Assessment

Before the adult learner graduates from the EI Course a final assessment is held during the summer.

1. Lesson presentations will be assigned to participants during the Final Assessment, and adult learners will then present those lessons to their peers and TEP instructors.
2. Two written tests will be administered.
3. Depending on the number of adult learners in the Final Assessment cohort, 3-5 days will be required to complete the Final Assessment.
4. Adult learners will receive the results of their written exams by August 31.
5. After the adult learner has successfully completed all requirements of the Teacher Education Program and all financial obligations have been met, the recommendation for the credential will be sent to the AMS office by the Executive Director.
6. The request for the AMS EI Credential will be sent to the AMS office along with the adult learner's original transcripts. The credential is signed by the AMS President, then mailed to the

teacher education program for the director's signature. The program then mails the credential to the graduate. This process may take some time, so if immediate confirmation of course completion is needed, the program will write a letter of completion, if requested.

Objectives

1. To demonstrate competency in the presentation of the Montessori materials.
2. To demonstrate competency in Montessori principles and philosophy.
3. To verify completion of the Teacher Resource Manuals required by the teacher education course.
4. To present the Yearlong Project to the participants.

EI–II (6–12) Elementary Course Materials and Equipment

The practicum classroom must be equipped with the full complement of Montessori materials and activities appropriate to the ages and needs of the children at the Elementary I age level.

Math	
Materials for History of Math	Pegboard (for Multiples/Factors)
Quantity of Golden Bead Material	Decimal Fraction Material
Quantity of Short Bead Stair Bars	Decimal Checkerboard
(Arithmetic) Memorization Charts and Equations	Guide Squares
Addition and Subtraction (Positive and Negative) Strip Boards.	Squaring and Square Root Pegboard
Addition Snake Game	Cubing Material
Subtraction Snake Game	Algebraic Trinomial
Multiplication Snake Game	Systems of Numeration (Bases) Materials
Negative Snake Game	Multi-Base Bead Frame
Bead Cabinet & Arrows	Power of Two
Decanomial Materials (Decanomial Bead Bar Box, Cubes, Squares)	Power of Three
Stamp Games	Fraction Skittles and Insets
Division Boards	Fraction Insets (angle measurement and percent's)
Small Bead Frame(s)	Fractions (Parts of a Circle – working pieces)
Large Bead Frame(s)	Materials for
Hierarchical Material (Unit-Million)	Ratio and Proportion
Checkerboard (for multiplication)	Principal/Interest/Rate/Time
Horizontal (Gold) Bead Frame(s)	Velocity/Distance/Time
Bank Game Cards (for multiplication)	Math Word Problems
Test Tube Division	Pegboard (for Multiples/Factors)
Geometry	
Geometric Cabinet	Stand for Height of Triangle
Constructive Triangles	Theorem of Pythagoras plates
Geometric Solids	Circle – Circumference and Area Materials
Geometry Stick Material	Volume – Solid and Hollow Blue Shapes
Classified Nomenclature	Volume box with 250 cubes
Equivalency Material I – Square divided into rectangles and triangles	Volume box with 1000 cubes
Insets of Equivalency for discovering area formulas	Five Prisms
Yellow Area Material	Montessori Protractor/Instrument for Measurement of Angles

Language	
Materials for the Study of the History of Language	Command Cards: 1, 2, 3 Actions
Comprehensive Phonetic Reading Program	Word Studies Activities
Printed Bi-color Movable Alphabet	Mini Environments and labels
Phonetic Word Building Activities	Grammar Boxes
Sandpaper Letters for Handwriting	Grammar Symbols and Activities
Words to Pictures Cards	Sentence Analysis Charts and Boxes with Arrows for Sentence Analysis/Reading Analysis/Sentence Construction/ Logical Analysis
Sentences to Pictures Cards	Material for Irregular Verbs
Puzzle Words (Sight Words/Non-phonetic)	Material for Verb Forms
Cultural (Geography, History, Natural, and Physical Sciences)	
Geography - Political	**Geography – Physical (cont'd)**
Puzzle Maps of Continents/Control Maps	Solar Energy and The Earth
Flags of The World and Stands	Movements of the Earth/Consequences
Nomenclature of the Flag	The Atmosphere and Its Phenomena
Physical and Political Pin Maps	The Work of the Wind
Geography - Physical	The Hydrosphere and Its Phenomena
Land Forms	Detailed Format for In-depth Study of a Country
Classified Nomenclature for Geography	Economic Geography Charts
Geography Experiments supporting Impressionistic Charts	Interdependence Activities
Geography Impressionistic Charts:	Production/Consumption (Maps and Graphs)
The Universe, The Solar System and the Earth	
History	
Coming of Humans	Clock of Eras
Concept of Time	Timeline of Life/Control and Mute
Day, Week, Month, Year, Year and Its Parts, Seasons	Fundamental Needs of People: Timeline and selection of cards from several time periods/civilizations
Personal Time Lines	Timeline of People
Clock Work	Migration charts
BCE and CE and/or BC-AD Time Line with Golden Bead materials, Century Label Cards, and selection of representative pictures	Timelines for the Study of Civilizations
Long Black Line (timeline)	Timeline of Child's Own Civilization/Country
Life Science	
Timeline of Life	
Zoology Material	**Botany Material**
Pictures of Vertebrates and Invertebrates for sorting and further classification	Botany Classified Nomenclature for: Plant, Roots, Stem/Trunk, Leaves, Flowers, Fruit,

	Seed
Classified Nomenclature of External Parts of Vertebrates (Wall Charts, 3 Part Cards, Booklets)	Botany Impressionistic Charts
Classified Nomenclature of Internal Parts of Vertebrates (Wall Charts, 3 Part Cards, Booklets)	Plant First Knowledge Stories (picture, label, story)
Animal First Knowledge Stories (picture, label, story)	Plant Classification Charts
Animal First Knowledge Questions and Answers	Plant First Knowledge Questions and Answers
Five Kingdom/Animal Kingdom Classification Charts	Advanced Botany Classified Nomenclature for more specific parts of the parts of the plants.
Classified Nomenclature of Invertebrates	Materials for Botany Experiments
Five Kingdoms Chart/Domains of Life	
Practical Life, Arts and Crafts	
Practical Life	The Arts
Other	
Peace Education	Access to a library for research and pleasure reading (classroom or school)

Course Requirements for Completion

Early Childhood

The adult learner will be recommended to AMS for an Early Childhood Credential when all assignments, tests, practicum and final assessment have been completed in a satisfactory manner, and all financial obligations have been met.

A full Credential will be given to adult learners who have a bachelor's degree from a regionally accredited college/university or equivalent. An Associate Credential will be given to adult learners who do not have a bachelor's degree. Upon receipt of verification of a bachelor's degree, the adult learner may upgrade the Associates Credential for a full Credential. Information for this upgrade procedure is available on the AMS website. www.amshq.org. Adult learners must have a current AMS membership.

Those adult learners receiving a credential on July 1, 2013 or later will need to document 50 hours of professional development every 5 years; the first 5-year period begins with the date of credential.

Final Assessment

Before the adult learner graduates from this **Early Childhood Course** a final assessment is held during the summer, generally the summer following the completion of the practicum. Alternative arrangements may be made for the following summer with the approval of the program director.

The adult learners who are qualified to take the Final Assessment will be sent a letter by the end of April asking them to state whether or not they will be attending this assessment.

During the time of final assessment, participants will be responsible for the following:

1. Presentation of assigned materials to "students" in simulated classroom situations. All participants will critique and evaluate the presentations.
2. A 10-minute report on the Yearlong Project. Examples of children's work and photographs should be used.
3. The completion of a description of two local resources/centers available in the adult learner's community that were visited during the course, or information gathered via a website.
4. A written test on Montessori philosophy (approximately two hours).
5. A written test on Montessori materials (approximately one hour).
6. On display for sharing will be:
    a. Teacher Resource Albums
    b. Yearlong Curriculum Development Project
    c. Community Resource Documentation
    d. Samples of children's work, one from each curricular area

If the adult learner has NOT completed all items, then the individual is moved to a following year's cohort and will not be able to graduate that summer.

The final written exams, however, may still be taken.

Objectives

1. To demonstrate competency in the presentation of the Montessori materials.
2. To demonstrate competency in Montessori principles, philosophy and child development.
3. To verify completion of the Teacher Resource Manuals required by the Teacher Education Course.
4. To present the Yearlong Curriculum Development project to the participants.

The final activity of the Assessment will be an Exit Interview held with each adult learner and the Executive Director or Director, to review and discuss the readiness of the candidate to be recommended for an AMS Early Childhood Credential.

When all requirements have been satisfactorily met, the adult learner is recommended for the AMS Credential or Associate Credential by the Executive Director.

The Executive Director may issue a certificate of attendance or letter indicating successful completion to an adult learner. The AMS Board of Directors approved the following guidelines for letters and certificates of attendance:

- The certificate or letter has the full name of the teacher education program only; reference to AMS cannot be included except in the required disclaimer statement below
- The certificate or letter is signed by the program director. AMS logo, AMS seals, and MACTE seals may not be used.
- The certificate or letter must include a disclaimer "This certificate of completion is not an AMS Montessori credential."

Elementary I

The adult learner will be recommended to AMS for an Elementary I Credential when all assignments, tests, practicum and final assessment have been completed in a satisfactory manner, and all financial obligations have been met.

Adult learners must have a current AMS membership.

Those adult learners receiving a credential on July 1, 2013 or later will need to document 50 hours of professional development every 5 years; the first 5-year period begins with the date of credential.

Final Assessment

Before the adult learner graduates from this **Elementary I Course** a final assessment is held during the summer, generally the summer following the completion of the practicum. Alternative arrangements may be made for the following summer with the approval of the program director.

The adult learners who are qualified to take the Final Assessment will be sent a letter by the end of April asking them to state whether or not they will be attending this assessment.

During the time of final assessment, participants will be responsible for the following:

1. Presentation of assigned materials to "students" in simulated classroom situations. All

participants will critique and evaluate the presentations. Lesson presentations will be assigned to participants during the Final Assessment.

2. A 10-minute report on the Yearlong Project. Examples of children's work and photographs should be used.
3. The completion of a description of two local resources/centers available in the adult learner's community that were visited during the course, or information gathered via a website.
4. A written test on Montessori philosophy (approximately two hours).
5. A written test on Montessori materials (approximately one hour).
6. On display for sharing will be:
    e. Teacher Resource Albums
    f. Yearlong Curriculum Development Project
    g. Community Resource Documentation
    h. Samples of children's work, one from each curricular area

This Final Assessment is based on several factors including active participation, authentic assessment, and final written tests on Montessori philosophy and materials.

If the adult learner has NOT completed all items, then the individual is moved to a following year's cohort and will not be able to graduate that summer.

The final written exams, however, may still be taken.

Objectives

1. To demonstrate competency in the presentation of the Montessori materials.
2. To demonstrate competency in Montessori principles, philosophy and child development.
3. To verify completion of the Teacher Resource Manuals required by the Teacher Education Course.
4. To present the Yearlong Curriculum Development project to the participants.

The final activity of the Assessment will be an Exit Interview held with each adult learner and the Executive Director or Director, to review and discuss the readiness of the candidate to be recommended for an AMS Early Childhood Credential.

When all requirements have been satisfactorily met, the adult learner is recommended for the AMS Credential or Associate Credential by the Executive Director.

The Executive Director may issue a certificate of attendance or letter indicating successful completion to an adult learner. The AMS Board of Directors approved the following guidelines for letters and certificates of attendance:

- The certificate or letter has the full name of the teacher education program only; reference to AMS cannot be included except in the required disclaimer statement below
- The certificate or letter is signed by the program director. AMS logo, AMS seals, and MACTE seals may not be used.

- The certificate or letter must include a disclaimer "This certificate of completion is not an AMS Montessori credential."

Elementary I–II

The adult learner will be recommended to AMS for an Elementary I-II Credential when all assignments, tests, practicum and final assessment have been completed in a satisfactory manner, and all financial obligations have been met.

Adult learners must have a current AMS membership.

Those adult learners receiving a credential on July 1, 2013 or later will need to document 50 hours of professional development every 5 years; the first 5-year period begins with the date of credential.

Final Assessment

Before the adult learner graduates from this **Elementary I–II Course** a final assessment is held during the summer, generally the summer following the completion of the practicum. Alternative arrangements may be made for the following summer with the approval of the program director.

The adult learners who are qualified to take the Final Assessment will be sent a letter by the end of April asking them to state whether or not they will be attending this assessment.

During the time of final assessment, participants will be responsible for the following:

1. Presentation of assigned materials to "students" in simulated classroom situations. All participants will critique and evaluate the presentations. Lesson presentations will be assigned to participants during the Final Assessment.
2. A 10-minute report on the Yearlong Project. Examples of children's work and photographs should be used.
3. The completion of a description of two local resources/centers available in the adult learner's community that were visited during the course, or information gathered via a website.
4. A written test on Montessori philosophy (approximately two hours).
5. A written test on Montessori materials (approximately one hour).
6. On display for sharing will be:
    i. Teacher Resource Albums
    j. Yearlong Curriculum Development Project
    k. Community Resource Documentation
    l. Samples of children's work, one from each curricular area

This Final Assessment is based on several factors including active participation, authentic assessment, and final written tests on Montessori philosophy and materials.

If the adult learner has NOT completed all items, then the individual is moved to a following year's cohort and will not be able to graduate that summer.

The final written exams, however, may still be taken.

Objectives

1. To demonstrate competency in the presentation of the Montessori materials.
2. To demonstrate competency in Montessori principles, philosophy and child development.
3. To verify completion of the Teacher Resource Manuals required by the Teacher Education Course.
4. To present the Yearlong Curriculum Development project to the participants.

The final activity of the Assessment will be an Exit Interview held with each adult learner and the Executive Director or Director, to review and discuss the readiness of the candidate to be recommended for an AMS Early Childhood Credential.

When all requirements have been satisfactorily met, the adult learner is recommended for the AMS Credential or Associate Credential by the Executive Director.

The Executive Director may issue a certificate of attendance or letter indicating successful completion to an adult learner. The AMS Board of Directors approved the following guidelines for letters and certificates of attendance:

- The certificate or letter has the full name of the teacher education program only; reference to AMS cannot be included except in the required disclaimer statement below
- The certificate or letter is signed by the program director. AMS logo, AMS seals, and MACTE seals may not be used.
- The certificate or letter must include a disclaimer "This certificate of completion is not an AMS Montessori credential."

Facility

Montessori Center for Teacher Education San Diego is located at 12642 Monte Vista Road, Poway, CA 92064.

The facilities include:

- Two lecture rooms with a capacity of 12 adult learners for 2.5–6, 12 for EI, 12 for the EII Component of EI–II in which adult learners meet for demonstrations, lectures, supervised practice and material making. A complete set of course appropriate Montessori materials are kept in each lecture room.
- Fully equipped and staffed Montessori school for children ages 2.5–12 in which adult learners may do observations.

There is adequate parking with a parking lot and street parking available. A bus stop is 1 block from the facility.

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

Library And Other Learning Resources

Resource books on core curriculum are available in the classrooms. For all other research needs, adult learners are able to access the internet.

Student Services

Montessori Center for Teacher Education provides the following Student Services:

- Academic Advice
    - The program director is available to discuss academic issues pertaining to course and college requirements.
- Counseling and Health Care
    - The program director is available to give information on counseling services and health care.

Housing

Montessori Center for Teacher Education does not have a housing facility nor does it have dormitories.

San Diego is a summer tourist area so typically hotels will charge $99–$299 per day. There are several hotels, Airbnb's, VRBO's, and apartments nearby within 20 miles of the facility.

Montessori Center for Teacher Education has no responsibility to find or assist a student in finding housing.

Admission Policies

Criteria for Enrollment

Early Childhood adult learners must have as a minimum:

1. A high school diploma or equivalent GED
    a. Early Childhood adult learners with a bachelor's degree from a regionally accredited college/university will be recommended for an AMS Early Childhood Credential.
    b. AMS grants the AMS Associate Early Childhood Credential when the course graduate has a high school diploma but not a bachelor's degree from a regionally accredited college/university.
2. **Elementary I, I-II**
    a. Elementary adult learners are required to have 60 units of college credit in order to enroll in the Academic Component for credit toward the full credential course.
    b. In order to be admitted into the practicum phase and work toward the AMS Elementary Credential, the adult learner must have a bachelor's degree from a regionally accredited college/university or a degree that equates to that of a regionally accredited college/university.
    c. Elementary adult learners without a bachelor's degree but with a high school diploma may audit the Elementary Academic Component only. Regular tuition and other fees will be charged.

d. A practicum will not be done by an adult learner who audits the Academic Component.
e. Official copies of transcripts verifying highest level of education completed must be submitted before being recommended to AMS for the EC, EI, or EI-II Credential.

Enrollment Process

1. Submission of application.
2. In Person Interview and tour with the Program Director.
3. Signed Enrollment Agreement.

Montessori Center for Teacher Education has not entered into an articulation agreement or transfer agreement with any other college or university.

This institution does not grant credit for prior experiential learning.

At this time, the Center does not participate in any visa program.

The courses are given in the English language. The student must have the ability to read and write English at the level of a graduate of an American High School as demonstrated by the possession of a high school diploma, GED, passage of the California high school proficiency exam, or passage of a test such as the Test of English as a Foreign Language. Costs incurred for any such tests are the sole responsibility of the adult learner. English language services, including instruction such as ESL, are not provided.

To complete the Practicum component of the EC, EI, or EI–II course in the state of California the following are required:

1. TB test – California law requires that school staff working with children and community college students be free of infectious tuberculosis (TB). These updated laws reflect current federal Centers for Disease Control and Prevention (CDC) recommendations for targeted TB testing. Enacted laws, AB 1667, effective on January 1, 2015, SB 792 on September 1, 2016, and SB 1038 on January 1, 2017, require a TB risk assessment be administered and if risk factors are identified, a TB test and examination be performed by a health care provider to determine that the person is free of infectious tuberculosis.
2. Fingerprinting – California law requires all individuals who seek to obtain California credentials, certificates, permits, and waivers issued by the California Commission on Teacher Credentialing or individuals conducting private school instruction in a position requiring contact with minor pupils to submit two sets of fingerprints prepared for submittal by the employer to the Department of Justice for the purpose of obtaining criminal record summary information from the Department of Justice and the Federal Bureau of Investigation. (https://www.cde.ca.gov/sp/ps/psaffedcode.asp)
3. Mandates vaccinations – California law (SB792) mandates proof of vaccination for measles, pertussis and optional annual flu vaccine (for the first year of employment) for daycare providers, and early childhood teachers medical exemptions for all three of the mandated vaccines include titer testing, pregnancy contraindicated for MMR. pre-pregnancy, lactation, pregnancy, infertility and autoimmune diseases are all considerations for medical exemption for the TDaP & MMR vaccines.

Faculty

Name	Course	Position	Montessori Credential	Experience in Adult Classroom
Adela Corrales	EC	Executive Director Instructor Field Consultant	EC	2022-present
Karin Osterberg	EC	Director Instructor Practicum Coordinator Field Consultant	EC	2022-present
Erika Dukes	EC, EI	Instructor	EC, EI	2022-present
Nadia Salas	EC	Instructor	EC	2022-present
Wendy West	EC	Instructor	EC	2022-present
Vicki Rehkopf	EC, EI, EI-II	Instructor	EC, EI, EII, EI-EII	2022-present
Debbie Sheehan	EI, EI-II	Instructor	EC 1995 EI - II 2009 Secondary I 2011	2013-present
Susan Whitacre	EI, EI-II	Instructor	EC 1981 EI - II 1996	1983-present

All instructors are required to complete 30 hours of professional development every three years.

Notice Concerning Transferability Of Credits and Credentials Earned at our Institution

The transferability of credits you earn at Montessori Center for Teacher Education San Diego is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the AMS Early Childhood Credential you earn in Montessori Center for Teacher Education San Diego is also at the complete discretion of the institution to which you may seek to transfer. If the AMS Early Childhood Credential that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Montessori Center for Teacher Education San Diego to determine if your AMS Early Childhood Credential will transfer.

Notice to Contact Bureau For Private Postsecondary Education

Any questions a student may have regarding this enrollment agreement 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.

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 toll-free or by completing a complaint form, which can be obtained on the bureau's internet web site www.bppe.ca.gov.

Persons seeking to resolve problems or complaints should first contact the instructor in charge. Requests for further action may be made to the Executive Director. Unresolved complaints may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Ste 400, Sacramento, CA 95833, P.O. Box 980818, West Sacramento, CA 95798-0818, phone (888) 370-7589, FAX (916) 263-1897. Complaint forms may be obtained on the website: www.bppe.ca.gov, and/or to AMS, 116 East 16th St. New York, NY 10003-2163. (212)358-1250, www.amshq.org,, and/or to MACTE, 313 Second Street, S.E. Ste 112, Charlottesville, VA, 22902. (434) 202-7793, www.macte.org

All information in the content of this school catalog is current and correct and is so certified as true by the Executive Director of Montessori Center for Teacher Education.

Prior to signing the enrollment agreement, you must be given a catalog or brochure and a School Performance Fact Sheet, which you are encouraged to review prior to signing this agreement. These documents contain important policies and performance data for this institution. This institution is required to have you sign and date the information included in the School Performance Fact Sheet relating to completion rates, placement rates, license examination passage rates, and salaries or wages, and the most recent three-year cohort default rate, if applicable, prior to signing this agreement.

Student Tuition Recovery Fund

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

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, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

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

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

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

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

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

Montessori Center for Teacher Education San Diego has no pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, nor has had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C.Sec. 1101 et seq).

Records

Montessori Center for Teacher Education maintains educational records for graduates including student admission, attendance, and evaluation, including a permanent cumulative file that documents student's progress. Graduate records are retained for seven years. Non-graduates records will be retained for five years. If a file has passed its retention date, it will be shredded and disposed of properly.

1. The cumulative file contains information which conveys the substance of the preparation and indicates clearly the status of the adult learner upon termination of enrollment (up to five years).
2. Montessori Center for Teacher Education guarantees confidentiality and access to records in accordance with the Family Educational Rights and Privacy Act.
3. Only the Executive Director and the Director will give out any information to third parties on the adult learner regarding their course work. This includes but is not limited to grades, dates of attendance, rates of completion, absences, and punctuality. A signed statement by the adult learner giving permission to release information is required.

MACTE

Montessori Accrediting Council for Teacher Education (MACTE)

MACTE is the international standard setting and accrediting body for Montessori teacher education. MACTE was granted initial recognition by the U.S. Department of Education in 1995, and this recognition extends through the year 2020. The Secretary of Education is required by law to publish a list of nationally recognized accrediting agencies that the Secretary determines to be reliable authorities as to the quality of education or training provided by the institutions of higher education and higher education programs.

MACTE is recognized by the National Council for the Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC).

Montessori Center for Teacher Education has been accredited by MACTE since 1992 for Early Childhood and 1993 for EI-II.

MACTE Competencies for the Montessori Teacher Candidate

I. Content Knowledge- Understands the theory and content regarding:

1a. Montessori Philosophy

1b. Human Growth and Development

1c. Subject matter for each Course Level* (IT, EC, etc.) not to exclude:

- Level specific subject matter as outlined below* (practical life, language, geometry, etc.)
- Cosmic education
- Peace education
- The arts
- Fine and gross motor skills

1d. Community resources for learning

II. Pedagogical Knowledge- Understands the teaching methods and materials used regarding:

- 2a. Correct use of Montessori materials
- 2b. Scope and sequence of curriculum (spiral curriculum)
- 2c. Prepared environment
- 2d. Parent/teacher/family/community partnership
- 2e. Purpose and methods of observation
- 2f. Planning for instruction
- 2g. Assessment & documentation
- 2h. Reflective practice
- 2i. Support and intervention for learning differences
- 2j. Culturally responsive methods

III. Practices- Can demonstrate and implement within the classroom:

- 3a. Classroom leadership
- 3b. Authentic assessment
- 3c. Montessori philosophy and methods (materials)
- 3d. Parent/teacher/family partnership
- 3e. Professional responsibilities
- 3f. Innovation and flexibility

American Montessori Society

The American Montessori Society (AMS) was founded in 1960, in the early, heady days of a movement aimed at redefining educational options in the United States. Americans had been introduced to Montessori education once before, in the early 1900s, but their initial excitement had long since waned. By the 1950s, however, the cultural climate was changing, including a growing discontent with traditional American education.

The American Montessori Society leads, empowers, and serves the global community of Montessori educators as the foremost advocate for research and policy, ongoing teacher education, and standards of accreditation through opportunities for mentored individual growth, collaboration, and member engagement.

As a hub of all things Montessori, AMS strives to anticipate and respond to the needs of our varied constituents. Among our many areas of involvement:

- Standards for Montessori schools and teacher education programs
- School accreditation
- Teacher education and professional development
- Research
- Public policy
- Peace and social justice
- Scholarships, awards, and grants
- Montessori in the public sector

American Montessori Society Non-Discrimination Statement

The American Montessori Society does not discriminate on the basis of race, color, culture, sex, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, ancestry, national or ethnic origins, or any other legally protected status.

American Montessori Society Anti-Bias, Anti Racist Statement

The American Montessori Society is committed to interrogating ourselves and investigating our past practices, recognizing, addressing, and eradicating all current forms of racism and systemic oppression within our organization, and supporting our members in doing the same in their schools, programs, and practices. We recognize that an understanding of racism and bias varies across individuals, and engaging in transformational change requires courage, trust, empathy, and understanding.

The Fundamental Tenets of an AMS Affiliated 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 and the adolescent
- 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. 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.

AMS Code of Ethics of the American Montessori Society

(2018 Revised AMS Affiliation Handbook, Section 1.3, pp. 3-4)

Teacher Education Programs are required to include the document *Code of Ethics of the American Montessori Society* in any handbooks provided within the program (faculty, adult learner, practicum, etc.).

Principle I – Commitment to the Student

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 students
4. Shall honor professional commitments, maintain obligations and contracts while never soliciting nor involving students or their parents in schemes for commercial gain
5. Shall keep in confidence information that has been secured in the course of professional service, unless disclosure serves professional purposes or is required by law

Principle II – Commitment to the Public

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

In fulfilling these goals, the educator:

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

Principle III – Commitment to the Profession

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

In fulfilling these goals, the educator:

1. Shall extend just and equitable 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.

Calendar

Early Childhood 2.5–6

Online Academic Component begins in May and finishes in June. This portion is approximately 6-8 hours per week.

In person Academic Component begins in the summer, usually in June and finishes in late July or early August. This portion is Monday through Friday, 8–4:30 for six weeks.

Practicum generally begins in August or September and lasts the entire school year (August or September–June). The adult learner is required to work a minimum of three hours per day for a total of 540 hours.

Final Assessment is held in June or July of the following year, after all assignments have been completed, including the practicum.

Elementary I 6–9

Academic Component A begins in June or July in odd years. This portion of the course is Monday through Friday, 8–5:30 for 5 weeks.

Academic Component B begins in June or July in even years. This portion of the course is Monday through Friday, 8–5:30 for 3 weeks.

Practicum generally begins in August or September following the completion of Academic Components A and B and lasts the entire school year (August or September-June). The adult learner is required to work a minimum of six hours per day for a total of 1080 hours.

Final Assessment is held in odd years in June or July.

Elementary II 9–12 Component for completion of Elementary I–II

Academic Component begins in July in even years. This portion of the course is Monday through Friday, 8–5:30 for 4 weeks.

Practicum generally begins in August or September following the completion of the EII component and lasts the entire school year (August or September-June). The adult learner is required to work a minimum of six hours per day for a total of 1080 hours.

Final Assessment is held in even years in June or July.

Instruction Hours

Early Childhood: Monday through Friday 8:00 am–4:30 pm. A minimum of 16 academic contact hours is required during the practicum phase, if the academic phase is held primarily in the summer. These seminars may be scheduled on two Saturdays from 8–4:30, or once a month on Wednesday afternoons, 3:15–5:15 throughout the school year.

All Elementary Courses: Monday through Friday 8:00 a.m.–5:30 p.m. and some evenings 5:30–7:30. A minimum of 16 academic contact hours is required during the practicum phase, if the academic phase is held primarily in the summer. These seminars may be scheduled on two Saturdays from 8-4:30, or once a month on Wednesday afternoons, 3:15–5:15 throughout the school year.

Classes are not held on legal holidays. The specific calendar for each course is posted on the bulletin board in the teacher education course lecture rooms and is in the current Student Handbook.

Administration Hours

Daily 8:00 a.m.–3:00 p.m. excluding traditional school or legal holidays. Additionally, administration is closed for the following dates:

- President's Week, February 17–21, 2025
- Spring Break, April 14–18, 2025
- Thanksgiving Break, November 24–28, 2025
- Winter Break, December 22–January 2, 2025

Attendance

State Law requires that attendance be kept. Regular attendance is essential, as new material and information is presented each session. Adult learners are responsible for knowing the content of each session. Attendance is required at all sessions. Should an emergency arise that prohibits an adult learner from attending a session or part of a session, it is required they meet with the Executive Director or the Director to make arrangements to make up missed content. It is not guaranteed that a suitable make up arrangement will be made and the adult learner may become ineligible for earning their credential.

Time Limit to Complete Course Requirements

Students are expected to complete all course requirements, academic, practicum, and financial, within three years for early childhood and four years for elementary I or I–II following the program's official end of the academic phase for which the adult learner was enrolled. This period can be extended with the approval of the Executive Director.

In the event the course work must be extended beyond the three years for EC or four years for EL following the end of the academic phase, the following steps must be taken:

a. The adult learner must discuss the situation with the Executive Director.
b. If the Executive Director determines the potential for a reasonable cause for extension, the adult learner must state the following in writing:
    i. finish date of the academic component of course
    ii. date of required extension
    iii. reason for extension
c. In any case an extension will not be granted beyond a total of 5 years without further course work and fees to be determined.

The practicum must begin within two years after the end of the academic phase. If the adult learner extends their course work beyond the three years following the end of the academic session then the adult learner must be a current member of AMS in order to be recommended for an AMS Credential.

Leave Of Absence

In case of illness, family changes such as birth of a child or relocation, or other reasonably serious situation occurring, an extension may be granted. In any case, after five years from the last date of the academic component, if the adult learner has not completed the course, parts of it will need to be retaken and additional fees will be charged.

Assessments and Grading – All Courses

All assignments must be completed. Each assignment is considered essential in order to meet the Course objectives and MACTE competencies. Assignments are graded based on rubrics and different assignments may have different rubrics which are included in the individual assignments. Word counts, due dates, references, and other criteria for assignments will be included in the individual assignments.

Online and in-residence assignments will be evaluated and returned within 10 calendar days from the date of submission.

If the assignment has not been done satisfactorily, it must be re-done and re-submitted. Adult Learner assessment will occur continuously throughout the course through:

1. Assessment of class participation in online discussion forums.
2. Evaluation of assignments and projects for academic coursework will be completed based on clear assignment criteria. Evaluations will provide feedback to encourage further development with the final goal being sufficient evidence that the adult learner has met the learner outcomes.
3. Practicum evaluations by Field Consultants.
4. Supervising Teacher and Monthly Self-Evaluation Reports will be completed during the practicum phase. These evaluations will assess progress in the practical application of course topics with a goal of developing proficiency with competencies.
5. Observation journals will be assessed monthly, noting completion and progress toward developing competency.
6. Final Written Exams are graded on a percentage system and will require a passing grade of 70% or higher. The written tests are designed to provide evidence of understanding of the course topics and the ability to integrate and apply these topics to practical classroom situations. Tests are graded as follows:
    a. 90%–100% = excellent
    b. 80%–89% = very good
    c. 70%–79% = satisfactory
    d. below 70% = not passing

Our goal is for learners to have an opportunity to review and further develop knowledge and skills so they can be successful in the course. Whenever possible, an adult learner submitting assignments that do not meet the minimum standards of proficiency will be provided feedback that will enable them to make needed improvements before resubmitting for final evaluation. Our goal is for learners to gain the knowledge and skills needed for success in their Montessori career. Evaluation of assignments is considered to be an important part of the learning process, providing further instruction and guidance to help learners better understand themselves and the material. Ultimately, the course evaluations allow us to assess a learner's progress and determine that they have successfully completed the course requirements, enabling MCTE to recommend the adult learner for graduation and credentialing.

Retention /Dismissal Policy

The adult learners are expected to conduct themselves with dignity and respect for faculty and staff of Montessori Center for Teacher Education, supervising teachers, administrators and other staff at their practicum 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.

It is the policy of this institution to assist the adult learner having difficulties whenever possible. However, there may be times when an adult learner elects not to follow the principles of the program. If an adult learner is having continuous unresolved problems, theExecutive Director will send a letter to the adult learner notifying them of the problem and a time limit for remediation of the problem. If the adult learner does not comply with the instructions in the letter during the time allotted, the adult learner will be asked to withdraw from the program.

Grounds for dismissal include but are not limited to:

1. Excessive absences during the academic workshop or during the practicum teaching year.
2. Failure to complete assigned projects and assignments when due.
3. Continuous unsatisfactory progress towards the objectives of the course as evaluated by the administration.
4. Failure to pay tuition or other fees.

Probation: Steps Before Dismissal

1. Regular evaluation will be given regarding performance to assure compliance is satisfactory.
2. A plan of correction will be stated and discussed verbally and in writing with adult learner when performance is not satisfactory.
3. The adult learner has 30 days to comply or as stated in the plan of correction.
4. If the adult learner fails to comply, the adult learner is subject to being dropped.
5. All reasonable avenues of aid will be suggested to help the adult learner to complete the course, i.e., professional psychological counseling, career counseling, medical physical exam, etc.

Immediate Dismissal Policy

At the discretion of the Program Director, an adult learner may be dismissed for serious or repeated incident of an intoxicated or drugged state of behavior or any other stated or determined infraction of conduct.

Reasons for immediate dismissal:

1. Drinking on job
2. Using illegal drugs
3. Abusing a child
4. Leaving a child or class unsupervised
5. Falling asleep during work hours
6. Quitting internship without approval
7. Engaging in malicious gossip
8. Excessive tardies and/or absences
9. Insubordination

Grievance Procedure

In case of a student grievance, the adult learner should contact:

1. The Instructor
2. The Executive Director or Director
3. Submit the grievance in writing to the appropriate person

A complaint that is not resolved after an initial verbal contact should then be stated in writing.

Once a complaint is submitted to the Executive Director of the Montessori Center for Teacher Education, a problem-solving committee is established by the Executive Director. The committee consists of the Executive Director or Director, an EC, EI or EII Consultant or Instructor, a staff member, two student representatives, and a Practicum Site Administrator.

If the adult learner does not feel that the complaint has been resolved by the committee, the adult learner may submit a formal written complaint to AMS the organizations presented below within 30 days after the problem-solving committee decision.

AMS Teacher Education Section
116 E. 16th Street
New York, NY 10003-2163
(212) 358-1250
www.amshq.org

Bureau of Private Postsecondary Education
P.O. Box 980818
W. Sacramento, CA 95798-0818
(916) 431-6959
www.bppe.ca.gov

MACTE Office
420 Park St.
Charlottesville, VA 22902
(434) 202-7793
www.macte.org

Placement Assistance And Salaries

Known vacancies in the field will be posted on the bulletin board and announced in the training classes. Many schools contact the Center for prospective teachers. While the school will provide placement assistance, no guarantee for employment or salary can be made.

SOC Codes: The 2018 Standard Occupational Classification (SOC) system is a federal statistical standard used by federal agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data. All workers are classified into one of 867 detailed occupations according to their occupational definition. Graduates of this program who remain in the educational field are generally employed in a job classification under the United States Department of Labor's Standard Occupational (6 digit) level.

Montessori Credential	**SOC Code**	**Description**
Early Childhood	25-2011	Preschool Teachers, Except Special Education
	25-2012	Kindergarten Teachers, Except Special Education
Elementary I	25-2021	Elementary Teachers, Except Special Education
Elementary II	25-2021	Elementary Teachers, Except Special Education
Elementary I - II	25-2021	Elementary Teachers, Except Special Education
All Credentials (as appropriate)	25-3401	Tutors
	25-9042	Teaching Assistants, Preschool, Elementary, Middle, and Secondary School, Except Special Education

Transcripts from Universities Outside the United States

Students who have received their college degree from institutions outside the United States must have their transcript evaluated for US equivalency. The organization that many AMS teacher education programs use is the World Education Services. The web site for this organization is www.wes.org. The web site will provide all the information needed to begin the evaluation. Once complete, the WES documentation along with official college transcripts are sent to the adult learner's teacher education program.

Early Childhood: If the adult learner's work is equivalent to that of a college/university in the United States, the Full AMS Early Childhood Credential will be received upon successful completion of all requirements of the teacher education program. If an adult learner's work is officially determined to not be the equivalent to a U.S. bachelor's degree from a regionally accredited college/university, but still meets the nationally recognized post-secondary educational standard in the state, province, or country of issuance, an Associate AMS Early Childhood Credential will be given. This credential will state the degree earned and the name of the country in which the degree was earned. The official transcript equivalency evaluation is to be submitted to the AMS Office of Teacher Education by the TEP director in lieu of the non-U.S. transcript. The adult learner's major does not impact either Credential.

Graduates receiving an Associate Credential may, upon completion of a four-year degree, request the Associate Credential to be changed to a Full Credential. This is done by providing documentation of receipt of the 4-year college degree. There is a nominal AMS fee for this credential upgrade.

Early Childhood graduates without a four-year college degree from an accredited college/university, are strongly urged to continue their education toward receiving a college degree from an accredited college/university preferably within the seven years following receipt of their AMS Montessori Associate Credential.

Elementary I, Elementary I–II: Transcripts received from institutions outside the United States may be handled as described above. An Elementary course student may not receive an AMS Elementary Credential until they have a four-year degree either from a regionally accredited college or university or with a non-United States degree the transcript of which equates to that of a regionally accredited United States college or university. All graduates must possess the equivalent of a bachelor's degree from a United States recognized accredited college or university. The adult learners file and record of completion are kept by the teacher education program. If subsequently the adult learner receives a college degree, the AMS Elementary credential may be obtained upon submission of documentation.

AMS Policy on Transfer of Credit

Transfer Between AMS-Affiliated Programs

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

The candidate must:

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

The new TEP must:

1. Review and evaluate previously completed academic and practicum work, and consider the cost of the review.
2. Notify the prospective adult learner in writing with the fees and time required to complete all transfer requirements.
3. Contact the original program to determine if the adult learner is in good standing, including fulfillment of financial obligations.
4. 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) will be considered with verification of the following documentation.

The candidate must:

1. Have a degree in keeping with AMS credential requirements.
2. Be a current AMS member, or be registered as an adult learner.

The new TEP must:

1. Review and evaluate the credential and portfolio of the candidate, and utilize proficiency pretesting to plan a program of study, if applicable.
2. Determine the minimum requirements of the academic phase that the candidate must take to fulfill AMS qualifications.
3. Require all candidates take Montessori philosophy and theory from the program that will issue the credential recommendation.
4. Determine that practicum requirements of the candidate meet the requirements of an AMS-affiliated teacher education course practicum.
5. Assess and evaluate proficiency as required by the AMS-affiliated teacher education program.
6. Ensure that all the requirements of the AMS-affiliated teacher education program recommending the adult learner for an AMS credential are met.
7. Submit the AMS Transfer Form in addition to the AMS Credential Recommendation Form.

TRANSFER FROM TEACHER EDUCATION PROGRAMS NOT RECOGNIZED BY AMS

Transfer of credits, including online learning (distance education) credits, from Montessori programs not recognized by AMS will not be accepted. The candidate must take the full AMS credential course.

Fees to Transfer to the Montessori Center for Teacher Education
Initial Review of Course Materials: $150.00

Review of completed work from previous course $500.00

Course of Academic Study: cost will vary with each individual

Individualized fees:
Membership fees to MACTE (currently $220) and AMS (currently $270)

Fees to Transfer from Montessori Center for Teacher Education to an approved AMS program. The cost to transfer credits (student file and all related work) to another approved AMS program is $200.

Tuition

Early Childhood Tuition

Estimated total charges for entire education program: **$10,700 - 11,300**

Application/Registration Fee - non-refundable	$250
Tuition	$6,860
AMS Membership Fee	$270
MACTE Fee	$220
Materials Fee	$1,200
Student Tuition Recovery Fund	$0
Practicum	$1,800
Total Cost for AMS Early Childhood Credential	**$10,600**

Payment Schedule

Deposit / 1st Installment – At time of Enrollment	$2,500
2nd Installment – June 20, 2025	$6,300
3rd Installment – August 1, 2025	$1,800

First Installment of tuition: At the time of enrollment, the Adult Learner will pay to MCTESD a first Installment of tuition. There are three installments for the course and payments must be made in accordance with the Montessori Center for Teacher Education Payment Schedule. You have the right to cancel your agreement and obtain a refund of charges paid through attendance at the first class session or the seventh day after enrollment, whichever is later.

Adult learner will need to supply:

- Pens/pencils/highlighter
- Note paper/notebook/tablet/laptop for taking notes
- Camera (optional)
- Laptop for taking tests (can be provided by MCTESD)
- Access to a computer for the online component

A representative of the Montessori Center for Teacher Education must observe the adult learner three times during the practicum year. Additional charges apply for Field Consultant observations outside of a 50-mile radius from the Center. The adult learner will be charged the annual standard mileage rate as

defined by the IRS. Current year rate is $0.67. If an overnight stay is required, the adult learner is responsible for lodging the field consultant in accommodations that are acceptable to both the field consultant and the adult learner.

Montessori Center for Teacher Education San Diego does not participate in federal government aid or loan programs, however AMS does grant a number of scholarships each year. Information may be found on the AMS website: www.amshq.org.

Elementary I Tuition

Estimated total charges for entire education program: **$11,800-13,650**

Application/Registration Fee - non-refundable	$250
Tuition	$7,760
AMS Membership Fee	$270
MACTE Fee	$220
Materials Fee	$1,300
Student Recovery Fund	$0
	$1,800
Total Cost for AMS Elementary I Credential	**$11,600**

Payment Schedule

Deposit / 1st Installment – At time of Enrollment	$2,500
2nd Installment – June 20, 2025	$3,300
3rd Installment – June 19, 2026	$5,800

First Installment of tuition: At the time of enrollment, the Adult Learner will pay to MCTESD a first Installment of tuition. There are three installments for the course and payments must be made in accordance with the Montessori Center for Teacher Education Payment Schedule. You have the right to cancel your agreement and obtain a refund of charges paid through attendance at the first class session or the seventh day after enrollment, whichever is later.

Early Childhood Overview: $650.00

Adult learners who do not possess an Early Childhood Montessori Credential are required to take the Early Childhood Overview prerequisite. This 40 hour course is held online and must be completed prior to the final assessment for an Elementary I or Elementary I-II credential, preferably prior to the academic

coursework for the EI course. The Early Childhood program serves as the foundation of the elementary program, and an understanding of Montessori principles and practices of this age is important for the elementary teacher. Selected materials from the Practical Life, Sensorial, Language, and Math areas of the Early Childhood curriculum are either explained or presented. The adult learner is given album pages describing and illustrating Early Childhood Montessori apparatus.

Adult learners should plan on spending between $200-$800 on paper for mounting, duplicating copies, lamination, colored pencils, etc. according to the needs of each individual participant.

Adult learner will need to supply:

- Pens/pencils/highlighter
- Note paper/notebook/tablet/laptop for taking notes
- Camera (optional)
- Laptop for taking tests (can be provided by MCTESD)
- Access to a computer for the Early Childhood Overview online component (if needed)

A representative of the Montessori Center for Teacher Education must observe the adult learner three times during the practicum year. Additional charges apply for Field Consultant observations outside of a 50-mile radius from the Center. The adult learner will be charged the annual standard mileage rate as defined by the IRS. Current year rate is $0.70. If an overnight stay is required, the adult learner is responsible for lodging the field consultant in accommodations that are acceptable to both the field consultant and the adult learner.

Montessori Center for Teacher Education San Diego does not participate in federal government aid or loan programs, however AMS does grant a number of scholarships each year. Information may be found on the AMS website: www.amshq.org.

Elementary II Component of Elementary I–II Tuition

Estimated total charges for the Elementary II component of the Elementary I-II education program: **$6,500–$7,100**

Estimated total charges for the Elementary I-II (Elementary I plus Elementary II component): **$18,300–$20,750**

Application/Registration Fee - non-refundable	$250
Tuition	$5,800
AMS Membership Fee	$0
MACTE Fee	$0
Materials Fee	$250
Student Recovery Fund	$0
Total Cost for AMS Elementary II Component of Elementary I–II	**$6,300**

Payment Schedule

Deposit / 1st Installment – At time of Enrollment	$1,500
2nd Installment – July 17, 2026	$2,400
3rd Installment – August 7, 2026	$2,400

First Installment of tuition: At the time of enrollment, the Adult Learner will pay to MCTESD a first Installment of tuition. There are three installments for the course and payments must be made in accordance with the Montessori Center for Teacher Education Payment Schedule. You have the right to cancel your agreement and obtain a refund of charges paid through attendance at the first class session or the seventh day after enrollment, whichever is later.

Early Childhood Overview: $650.00

Adult learners who do not possess an Early Childhood Montessori Credential are required to take the Early Childhood Overview prerequisite. This 40 hour course is held online and must be completed prior to the final assessment for an Elementary I or Elementary I–II credential, preferably prior to the academic coursework for the EI course. The Early Childhood program serves as the foundation of the elementary program, and an understanding of Montessori principles and practices of this age is important for the elementary teacher. Selected materials from the Practical Life, Sensorial, Language, and Math areas of the Early Childhood curriculum are either explained or presented. The adult learner is given album pages describing and illustrating Early Childhood Montessori apparatus. If this overview has been completed with the Elementary I component, it does not need to be taken again.

Adult learners should plan on spending between $200-$800 on paper for mounting, duplicating copies, lamination, colored pencils, etc. according to the needs of each individual participant.

Adult learner will need to supply:

- Pens/pencils/highlighter
- Note paper/notebook/tablet/laptop for taking notes
- Access to computer for online portion
- Camera (optional)
- Laptop for taking tests (can be provided by MCTESD)
- Access to a computer for the Early Childhood Overview online component (if needed)

A representative of the Montessori Center for Teacher Education must observe the adult learner three times during the practicum year. Additional charges apply for Field Consultant observations outside of a 50-mile radius from the Center. The adult learner will be charged the annual standard mileage rate as defined by the IRS. Current year rate is $0.67. If an overnight stay is required, the adult learner is responsible for lodging the field consultant in accommodations that are acceptable to both the field consultant and the adult learner.

Montessori Center for Teacher Education San Diego does not participate in federal government aid or

loan programs, however AMS does grant a number of scholarships each year. Information may be found on the AMS website: www.amshq.org.

Cancellation/Withdrawal Refund Policies

You have the right to cancel your agreement and obtain a refund of charges paid through attendance at the first class session or the seventh day after enrolment, whichever is later.

Withdrawal from the Academic Component may occur any time following the last day of cancellation. Intent to withdraw must be in written form using the **NOTIFICATION OF WITHDRAWAL/DROP FROM SCHOOL** form and submitted to the Program Director. Submission may be mail, hand delivery, or email. The written notice of withdrawal, if sent by mail, is effective when deposited in the mail properly addressed with postage prepaid. The written notice of cancellation does require a specific form but must clearly show that you no longer wish to continue in the course in which you are enrolled.

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

Attendance Time means the time between the scheduled starting date of the first class and the date on which the adult learner formally cancels his/her enrollment, whether or not the adult learner actually attends.

STEPS TO FOLLOW TO CANCEL THE ENROLLMENT AGREEMENT

1. The student contacts the Executive Director or the Director to inform of intent to cancel or withdraw from the program.
2. Student submits written documentation of student's intent to cancel/withdraw from the program using the provided Notification of Withdrawal/Drop from School form.
3. The refund is sent within seven working days from the official cancellation/withdrawal date.

Notice Of Student Rights

Buyer's Right To Cancel

1. You may cancel your contract for school, without any penalty or obligations through the seventh day after enrollment, as described in the Notice of Cancellation form that will be given to you upon enrollment. Read the Notice of Cancellation form for an explanation of your cancellation rights and responsibilities. If you have lost your Notice of Cancellation form, ask the school for a sample copy.

2. After the end of the cancellation period, you also have the right to stop school at any time, and you have the right to receive a refund for the part of the course not taken. Your refund rights are described in the school catalog. If you have lost your catalog, ask the school for a description of the refund policy.

3. STUDENT TUITION RECOVERY FUND: If the school closes before you graduate, you may be entitled to a refund. Contact:

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."

Prior to signing this enrollment agreement, you must be given a catalog or brochure and a School Performance Fact Sheet, which you are encouraged to review prior to signing this agreement. These documents contain important policies and performance data for this institution. This institution is required to have you sign and date the information included in the School Performance Fact Sheet relating to completion rates, placement rates, license examination passage rates, salaries or wages, and the most recent three-year cohort default rate, if applicable, prior to signing this agreement.

Limited English Speakers: If English is not the student's primary language, and the student is unable to understand the terms and conditions of the Notice of Student Rights, the student shall have the right to obtain a clear explanation of the terms and conditions and all cancellation and refund policies in his or her primary language.

"The Office of Student Assistance and Relief is available to support prospective students,current students,or past students p0f 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)370-7589,option#5 or by visiting osar.bppe.ca.gov"

School Catalog Signature Page

THE FOLLOWING IS A REGULATION OF THE STATE OF CALIFORNIA

I certify that I have received the catalog, School Performance Fact Sheet, and information regarding completion rates, placement rates, license examination passage rates, salary or wage information, and the most recent three-year cohort default rate, if applicable, included in the School Performance Fact sheet, and have signed, initialed, and dated the information provided in the School Performance Fact Sheet.

☐ I have received a school catalog

☐ I have received a school catalog that discloses the refund policy and payment policy in detail

☐ I understand that if I have any questions on any information given in the catalog, I may contact the Bureau for Private Postsecondary on the website listed above

☐ I have read and understand the above Student's Rights

☐ I have been given a tour of the facility

Student Name	Student Signature	Date

School Catalog Signature Page

THE FOLLOWING IS A REGULATION OF THE STATE OF CALIFORNIA

I certify that I have received the catalog, School Performance Fact Sheet, and information regarding completion rates, placement rates, license examination passage rates, salary or wage information, and the most recent three-year cohort default rate, if applicable, included in the School Performance Fact sheet, and have signed, initialed, and dated the information provided in the School Performance Fact Sheet.

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School Performance Fact Sheets