

MARIA MONTESSORI TEACHER TRAINING CENTER



COURSE CATALOG & STUDENT HANDBOOK June 2013 – June 2014

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COURSE HISTORY AND ACCREDITATION

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

Rebecca Keith and Susan Cohn, both trained by Ursula in 1973-75 and 1980-82 respectively, began training teachers under her watchful eye soon after completing their training. They are trained to work in both primary and elementary classrooms. They still teach in their classrooms today, along with running schools and delivering the teacher training and occasional workshops. This allows them to continually be renewed and inspired by the children whom they serve. It also affords their trainees the opportunity to watch their trainers “in action,” interacting spontaneously with children.

At Ursula's request, Rebecca and Susan are continuing the Maria Montessori Teacher Training Center, transporting it to their own school locations, One World Montessori School and Brush Creek Montessori School, to better maintain and monitor the environments and materials. Located in the South and North Bay, both of these schools are non-profit organizations. The classrooms are fully equipped with Montessori materials that are available for MMTTC students to use for practice every school day between 3:30 and 6:30 P.M. Rebecca and Susan will continue to maintain the quality and rigor that has always been associated with the MMTTC, as well as introduce new techniques and perspectives that increase the richness and depth of knowledge that they can confer to their students.

The main office of MMTTC is at One World Montessori School, Foxworthy Avenue. The Brush Creek site is an additional location. Courses are taught simultaneously at both locations, but on different schedules. The MMTTC Elementary training is held at One World Montessori School, Pearl Avenue, in San Jose.

The MMTTC has received approval to operate from the Bureau for Private Postsecondary Education* (“BPPE”). An approval to operate means the BPPE has determined and certified that the institution meets the minimum standards for integrity, financial stability, and educational quality, including offering of bona fide instruction by qualified faculty and the appropriate assessment of students’ achievement prior to, during and at the end of its programs. (*formerly the Bureau for Private Postsecondary and Vocational Education, BPPVE.)

The MMTTC was a charter member of MACTE (Montessori Accreditation Council for Teacher Education), and in November 2005 received Full Accreditation Status, which lasts through 2013. We are in the process of renewing this accreditation for another eight years.

Academic upper division units (undergraduate) are available for the Primary courses through the California State University, East Bay Extension (CSUEB, formerly known as CSU Hayward) at an additional per unit fee. These are considered to be specialization units by the CARES

Program. **The entire course is 24 quarter units delivered in 3 unit segments.** Applying for this credit is optional, and is done through the MMTTC at the beginning of each class.

MISSION STATEMENT

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

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

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

The goal of the Lower Elementary Course (6-9) is to create adults qualified to teach children in Montessori classrooms, provide advice and support to parents and inform the general public about Montessori education and its goal of social progress and peaceful co-existence. We wish to provide the child with best guides possible. Graduates of the program are qualified to hold a teaching position in a Montessori Elementary school (6-9 year old) classroom.

FACULTY

South Bay Location - Primary Training Course:

Rebecca Keith– Director

Lola Ross, Lucille Satana – Faculty

Karen Bamberg, Hema Srinivasan, Maria Perez-Viscaino– Faculty in Training/Substitutes

South Bay Location - Elementary Training Course:

Rebecca Keith - Director

Louise Bogart, Betsy Irwin, Susan Costello – Faculty

North Bay Location – Primary Training Course:

Susan Cohn – Director

QUALIFICATIONS

As an active classroom teacher, **Rebecca Keith** brings over 40 years of experience to the Maria Montessori Teacher Training Center. Rebecca has been training teachers through the MMTTC since 1981. She also founded and has been administrating her own school, One World Montessori School, Inc., since 1979. One World Montessori is privileged to benefit from the many unique curricula created by Ms. Keith, including Peace Education, a United Nations Day Celebration and an Earth Day Celebration. She also co-founded the Montessori Phoenix Projects, which brings free Montessori training and materials to some of the most impoverished regions of the world. Ms. Keith is a sought-after speaker and guest lecturer, and has spoken at such prestigious institutions as the University of California at Berkeley, Stanford University and Cornell University. Rebecca has a B.A. in Human and Community Services and a Master's

Degree in Educational Leadership from St. Mary's College of California. She has completed her Ed.D. in Educational Leadership (ABD). Rebecca holds Montessori Certification for Primary and Lower Elementary levels.

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

Lola Ross has been teaching for over 15 years. She earned a Bachelor's degree in English from Bryn Mawr college in 1995 and thereafter studied with Ursula Thrush at the MMTTC. Ms. Ross holds Montessori Certification for Primary (1998), Lower Elementary (2002) and Junior High/Erdkinder (2003). Ms. Ross has been training teachers through the MMTTC since 2003.

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

Hema Srinivasan has been teaching for almost 20 years. She holds Montessori Certification at the Infant/Toddler level (0-3) and received her Montessori Primary Certification from the MMTTC in 2005. Hema has been with One World Montessori School since 1994.

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

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

Louise Bogart, Betsy Irwin and Susan Costello and new members of the MMTTC team. These women will be working together to offer our new lower elementary training.

MMTTC CODE OF ETHICS*

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

COMMITMENT TO OUR STUDENTS

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

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

COMMITMENT TO THE PUBLIC

MMTTC staff members are committed to clearly and accurately representing the educational programs and the nature of Montessori Education to the general public. This will be accomplished by:

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

COMMITMENT TO THE PROFESSION

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

1. Extending just and equitable treatment to all members of the Montessori educational profession.
2. Clearly and honestly representing his/her own professional qualifications.
3. Applying, accepting, offering, recommending and assigning professional positions and responsibilities on the basis of professional preparation and legal qualifications.
4. Using honest and effective methods of administering duties, use of time and conducting business.

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

PRIMARY COURSE SUMMARY

The Primary course is an **undergraduate course** which trains adults to work with children from 2 ½ to 6 years of age. It is designed to be an interactive study based on Montessori's vision for lifelong learning, utilizing all her materials and methodologies, integrated with current research in child development and early childhood education. Instructors facilitate the learning process and share their experiences and resources. Opportunities are provided for observation and discussion of ongoing classrooms as well as attendance at parent information meetings and parent conferences. Trainees are required to participate in practice sessions with materials, present materials to the group at intervals, complete personal, illustrated curriculum manuals which describe the Montessori materials and outline their presentations, as well as explain the Montessori viewpoint on child psychology and development and the philosophy of education. They must also create a variety of teacher-made materials based on the models available in the training center classrooms, and eventually practice-teach under supervision in ongoing Montessori environments.

The course intends to prepare adults to teach children, between the ages of 2 ½ and 6, in a Montessori environment. The academic phase can be completed in two school years. A school-year long supervised internship (working at least three hours a day, five days a week) as an assistant in a functioning multi-age Montessori classroom is also required after the completion of the materials section of the course. This can be done in conjunction with the Philosophy, Psychology and Classroom Management segments of the course, or separately. The MMTTC issues a **Certificate of Completion** upon successful completion of the course. Graduates of the program are qualified to hold a teaching position in a Montessori 2 ½ to 6 year old classroom [*a California State Teacher's Permit must be obtained before becoming a head teacher. This usually requires 12 units of core classes, available at most community colleges. The MMTTC does not offer these 12 units.*].

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

PRACTICAL LIFE EXERCISES

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

SENSORIAL EXERCISES

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

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

CULTURAL SUBJECTS

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

PEACE EDUCATION

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

LANGUAGE

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

MATHEMATICS

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

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

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

MONTESSORI'S PHILOSOPHY OF EDUCATION – COSMIC EDUCATION

In this segment of the course, we enter into the study of Montessori's philosophy, which concentrates on the function of humankind within the framework of the evolution of life and the cosmos. The preparation of the child's imagination for the recognition of this great task is achieved by the use of creative, hands on materials relating to the evolution of consciousness. We also compare and contrast Montessori's philosophy with other philosophers (discussions are assisted, in part, by the student's research and written reports on five philosophers).

CLASSROOM MANAGEMENT

Techniques for behavior management, record keeping, parent conferences and information meetings; staff communications, meetings, management and training; the schedule of the day, how to start a new classroom, how to set up a classroom; California State Licensing requirements

and other relevant subjects are presented and discussed. Opportunities to attend meetings at ongoing Montessori schools are provided.

OBSERVATION TECHNIQUES

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

LENGTH OF CYCLE/CLOCK HOURS – PRIMARY PROGRAM

The course is made up of an ACADEMIC phase and a PRACTICUM phase. The academic phase is composed of lecture, presentations of materials, group process and discussion, and supervised practice with materials, with a *minimum* of 366 hours of on-site, direct contact between instructor and student. The practicum (internship) is comprised of approximately 600 hours, including a *minimum* of 400 hours of student teaching and 200 hours of seminars, independent study, observation, projects, additional student teaching, etc.

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

LOWER ELEMENTARY COURSE SUMMARY

The goal of the Lower Elementary Course (6-9) is to create adults qualified to teach children in Montessori classrooms, provide advice and support to parents and inform the general public about Montessori education and its goal of social progress and peaceful co-existence. We wish to provide the child with best guides possible. Graduates of the program are qualified to hold a teaching position in a Montessori Elementary school (6-9 year old) classroom. The topics covered are 1) Montessori Philosophy, 2) Child Development, 3) Montessori Language Arts, 4) Montessori Math & Geometry I, 5) Montessori Psychology – Cosmic Education, 6) Montessori Art & Music, 7) Montessori Classroom Management, Administration & State Regulations and 8) Practical Life & Physical Education. 9) Earth Science.

LENGTH OF CYCLE/CLOCK HOURS – ELEMENTARY PROGRAM

The Elementary course is a one-year program, consisting of an academic phase and a practicum (internship) phase. The academic phase includes is composed of lecture, presentation with materials, group process/discussion, and supervised practice with materials, with approximately 500 hours of on-site, direct contact between instructor and student. The practicum is comprised

of at least 1200 hours, which includes a minimum of 1000 hours of student teaching (a full school-year long internship in an approved Montessori Lower Elementary classroom, 30 hrs./wk. x 34 weeks) and 200 hours comprised of seminars, independent study, observation, projects, etc. **The total instructional clock hours for the program are approximately 1700 hours.** Students ideally will be able to complete this program and receive Certification within 13 months.

MONTESSORI ACCREDITATION COUNCIL FOR TEACHER EDUCATION (MACTE)

The MMTTC was a charter member of MACTE, and in November 2005 received Full Accreditation Status, which lasts through 2013. We are in the process of renewing this accreditation for another eight years. The lower elementary training does not hold MACTE accreditation at this time, but the program has been submitted for approval. For more information about MACTE, please visit www.MACTE.org.

BUREAU FOR PRIVATE POSTSECONDARY EDUCATION (BPPE)

The MMTTC has received approval to operate from the State of California Bureau for Private Postsecondary Education (“BPPE”). An approval to operate means the BPPE has determined and certified that the institution meets the minimum standards for integrity, financial stability, and educational quality, including offering of bona fide instruction by qualified faculty and the appropriate assessment of students’ achievement prior to, during and at the end of its programs. For more information about the BPPE, please visit <http://bppe.ca.gov>.

PAN AMERICAN MONTESSORI SOCIETY

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

COURSE DESCRIPTION - MONTESSORI PRIMARY PROGRAM

MARIA MONTESSORI TEACHER TRAINING CENTER PRACTICAL LIFE & SENSORIAL SYLLABUS

COURSE COMPONENT TITLE: Montessori Sensory and Motor Learning

INSTRUCTOR: Rebecca Keith, Susan Cohn

CLOCK HOURS: 45

Course Component Objectives:

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

Requirements:

- 90% Attendance & Punctuality
- Submission of Illustrated Curriculum Album (lecture notes)
- Practice with Materials
- Observation summaries (5 observations; #1-5, see below)
- Grade of "C" or better on oral exams (Circles)
- Book of Quotations for required reading

Texts

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

Course Component Outline:

I. INTRODUCTION TO MONTESSORI PHILOSOPHY

A.) Maria Montessori

- 1) Biography
- 2) Summary of her Philosophy

II. PRACTICAL LIFE

A.) Introduction

B.) Introductory Exercises

- 1) Exercises with a Rug
- 2) Exercises with a Mat
- 3) Exercises with a Chair
- 4) Solid & Liquid Transfer (with variations)

C.) Care of the Environment Inside

- 1) Scrubbing
- 2) Crumbing Sweeping
- 3) Dusting
- 4) Folding
- 5) Plant Care
- 6) Animal Care
- 7) Table Setting
- 8) Lunch Clean Up
- 9) Food Preparation
- 10) Additional Exercises

- D.) Care of the Environment Outside
 - 1) Sweeping
 - 2) Raking
 - 3) Plant Care
 - 4) Animal Care
 - 5) Rug Beating
- E.) Care of the Person
 - 1) Exercises with a Jacket
 - 2) Dressing Frames
 - 3) Hand Washing (sink and exercise)
 - 4) Face Washing
 - 5) Additional Exercises
- F.) Grace & Courtesy
 - 1) Please and Thank You
 - 2) Excuse Me
 - 3) May I Pass By
 - 4) Nose Blowing
 - 5) Additional Exercises
 - 6) Relationship to Communication and Peace Making
 - 7) Walking on the Line
 - 8) The Silence Game

III. SENSORIAL

- A.) Introduction
- B.) Exercises in Discrimination of Dimensions
 - 1) Cylinder Blocks
 - 2) Pink Tower
 - 3) Broad Stair
 - 4) Red Rods
- C.) Exercises in Visual Sense Discrimination
 - 1) Color Box I
 - 2) Color Box II
 - 3) Color Box III
 - 4) Three Period Lesson
 - 5) Geometric Solids
 - 6) Geometric Cabinet
- D.) Exercises in Stereognostic Sense Development
 - 1) Froeble Gift Bag
 - 2) Baskets of Buttons
 - 3) Basket of Beads
 - 4) Mystery Bag
 - 5) Other "Fishing Bags" (vocabulary aspect)
 - 6) Sorting Tray I
 - 7) Sorting Tray II
 - 8) Stereognostic Use of Geometric Solids
- E.) Auditory Sense Development
 - 1) Sound Boxes
 - 2) Sensorial Introduction to the Bells (see Music)
- F.) Exercises in Tactile Sense Development
 - 1) Tactile Boards
 - 2) Tactile Tablets
 - 3) Rough and Smooth Exercise
 - 4) Fabric Boxes
- G.) Baric Sense Development
 - 1) Baric Tablets
- H.) Thermic Sense Development
 - 1) Thermic Tablets
 - 2) Thermic Bottles

- I.) Olfactory Sense Development
 - 1) Smelling Bottles
 - 2) Tasting Bottles
- J.) Study in Dimensions
 - 1) Constructive Triangles
 - 2) Knobless Cylinders
 - 3) Binomial Cube
 - 4) Trinomial Cube
 - 5) Square of Pythagoras

[Syllabi also include a tentative class schedule, Standards for Completion, MACTE Competencies, information on how to complete the Book of Quotations and the twenty required observations.]

MARIA MONTESSORI TEACHER TRAINING CENTER CULTURAL SUBJECTS SYLLABUS

COURSE COMPONENT TITLE: Montessori Cultural Subjects

INSTRUCTOR: Rebecca Keith, Susan Cohn

CLOCK HOURS: 48

Course Component Objectives

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

Requirements:

- 90% Attendance & Punctuality
- Submission of Illustrated Curriculum Album (lecture notes)
- Practice with Materials
- Observation summaries (5 observations; #1-5, see below)
- Grade of “C” or better on oral exams (Circles)
- Book of Quotations for required reading
- Create Materials, including:
 - Land and Water Form pans and cards
 - Peoples of the World Prototypes
 - Fundamental Needs of Humans Chart & Card Collection
 - Music Clapping Charts
 - Art Card Collection
 - Leaf Collection Cards
 - Classified Cards for Parts of the Plant
 - Classified Cards for Parts of the Root
 - Classified Cards for Parts of the Leaf
 - Classified Cards for Parts of the Flower
 - Classified Cards for Parts of the Fish
 - Classified Cards for Parts of the Amphibian
 - Classified Cards for Parts of the Reptile
 - Classified Cards for Parts of the Bird
 - Classified Cards for Parts of the Mammal

Texts

The books you will need to purchase for this class are The Secret of Childhood by Maria Montessori and Dr. Montessori's Own Handbook. Also recommended (but not required) is the United Nations Day Curriculum Binder, by Rebecca Keith.

Course Component Outline:

IV. CULTURAL MATERIALS

A.) Introduction to Culture

B.) Art

- 1) Introduction to Art and Handwork
- 2) Preparing the Environment for Art
- 3) Practical Life Exercises in Art
- 4) Sensorial Keys
- 5) Painting for Two to Three Year Olds
- 6) Painting for Four Year Olds Onwards
- 7) Painting around Six
- 8) Paperwork
- 9) Sewing
- 10) Clay Work
- 11) Raffia
- 12) The Art Cards
- 13) Drawing
- 14) The Perspective Apparatus

C.) Music

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

D.) Geography

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

E.) History/Time

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

F.) Sciences

- 1) Introduction to Science

- 2) Introduction to Biology
- 3) Botanical Exercises of Practical Life
- 4) Sensorial Keys
- 5) First Planting
- 6) Classification of Leaves (Leaf Cabinet)
- 7) Classified Botany Cards
- 8) Botany Cabinet
- 9) Classifying Flowers (Monocots-Dicots)
- 10) Botanical Experiments
- 11) Introduction to Zoology
- 12) Related Practical Life Exercises
- 13) Related Sensorial Exercises
- 14) Language Aspects
- 15) Classified Animal Cards
- 16) Classified Animal Pictures
- 17) Introduction to Physics
- 18) Water/Air Experiments
- 19) Electrical Experiments
- 20) Magnetic Experiments
- 21) Gravity Experiments
- 22) Light Experiments
- 23) The Three States of Matter

MARIA MONTESSORI TEACHER TRAINING CENTER LANGUAGE SYLLABUS

COURSE COMPONENT TITLE: Montessori Language Development

INSTRUCTOR: Rebecca Keith, Susan Cohn

CLOCK HOURS: 60

Course Component Objectives

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

Requirements:

- 90% Attendance & Punctuality
- Submission of Illustrated Curriculum Album (lecture notes)
- Practice with Materials
- Observation summaries (5 observations; #6-10, see below)
- Grade of "C" or better on oral exams (Circles)
- Book of Quotations for required reading
- Create Materials, including:
 - Object Box
 - Article Box
 - Preposition/Conjunction Vase of Flowers
 - Logical Adjective Game
 - Verb Cards and Verb Command Cards
 - Adverb Cards and Adverb Command Cards

- Logical Adverb Game
- Reading Practice Materials
- Classified Language Pictures (basic, 3 part cards)

Texts

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

Course Component Outline:

V. LANGUAGE DEVELOPMENT

- A.) Introduction to Language Development
- B.) A Summary of Language Related Activities
- C.) Pre-Reading Outline
- D.) Guidelines for Adults
- E.) Classified Pictures
- F.) Language with Practical Life Materials
- G.) Language with the Sensorial Materials
- H.) Vocabulary Enrichment-Free Oral Expression
 - 1) News Period
 - 2) Songs
 - 3) Finger-plays
 - 4) Nursery Rhymes and Poetry
 - 5) Stories
 - 6) Library Use/Care of Books
 - 7) Logical Question Game
 - 8) Role Playing
 - 9) I Spy Game

I.) Writing

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

J.) Reading – Fundamentals

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

K.) Reading – Practice

- 1) Reuse of Classified Pictures
- 2) Reuse of Classified Cards
- 3) Pattern for All Classified Cards
- 4) Poetry Basket
- 5) Function of Words – Verbal Games
- 6) Labeling
- 7) The Article Game

- 8) The Adjective Game
- 9) The Logical Adjective Game
- 10) The Detective Triangle Game
- 11) The Conjunction
- 12) The Preposition
- 13) The Verb
- 14) Command Cards
- 15) The Adverb
- 16) The Logical Adverb Game
- 17) Reading Analysis
- 18) Word Study – Singular/Plural, Compound Words, Word Families

MARIA MONTESSORI TEACHER TRAINING CENTER MONTESSORI MATHEMATICS SYLLABUS

COURSE COMPONENT TITLE: Montessori Mathematics

INSTRUCTOR: Rebecca Keith, Susan Cohn

CLOCK HOURS: 51

Course Component Objectives:

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

Requirements:

- 90% Attendance & Punctuality
- Submission of Illustrated Curriculum Album (lecture notes)
- Practice with Materials
- Observation summaries (5 observations; #6-10, see below)
- Grade of “C” or better on oral exams (Circles)
- Book of Quotations for required reading
- Create Materials:
 - Fraction Charts: Fraction Families, Equivalents to $\frac{1}{2}$, Equivalents to $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$
 - Parallel Exercise Chart

Text

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

Course Component Outline:

VI. MATHEMATICS

A.) Introduction to Mathematics

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

B.) Counting Group I

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

C.) Group II - Decimal System

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

D.) Fractions

- 1) The Sensorial Element
- 2) Writing Names
- 3) Operations

E.) Group III - Counting Group II

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

F.) Group IV – Tables Group

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

G.) Passage to Abstraction

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

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

MARIA MONTESSORI TEACHER TRAINING CENTER MONTESSORI PSYCHOLOGY SYLLABUS

COURSE COMPONENT TITLE: Montessori Psychology

INSTRUCTOR: Rebecca Keith, Susan Cohn

CLOCK HOURS: 60

Course Component Objectives

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

Requirements

- 90% Attendance & Punctuality
- Submission of Illustrated Curriculum Album (lecture notes)
- Papers on Five Educators or Psychologists
- Observation Summaries (5 observations; #11-15, see below)
- Grade of "C" or better on 2 Essay Exams
- Book of Quotations for Required Reading
- Create Materials:
 - Development Chart/Timeline

Texts & Videos

The books you will need to purchase for this class are Understanding the Human Being, by Sylvia Montanaro, M.D., and The Formation of Man, by Maria Montessori. In addition to the requirements above, you will be viewing several videos, including "The Miracle of Life," a video by NOVA (PBS) that details human development from conception to childbirth.

Course Component Outline

VII. PSYCHOLOGY

- 1) 3 Stages of Development & Environment
- 2) Physical Embryo, Psychic Embryo and Spiritual Embryo
- 3) Miracle of Life
- 4) Prenatal & Birth to Three Development (chart)
- 5) The Developmental Crisis
- 6) Spiritual Embryo: Horne/Mneme Nebulae
- 7) Absorbent Mind/Imprinting of the Child in the Family
- 8) Sensitive Periods
- 9) Tendencies of Humans
- 10) Movement and Intelligence: The Importance of Movement, Development of the Hand, Movement and Independence
- 11) The Four Planes of Development
- 12) The Process of Learning/Indirect Preparation
- 13) Mixed Age Grouping
- 14) The Levels of Obedience
- 15) The Child's Home Environment
- 16) The Child and the Family
- 17) The Prepared Environment – Infant Community, 3-6, 6-9, 9-12

- 18) Human Behavior/Child in the Community
- 19) The Nature of the Adult
- 20) Presentation/Discussion of Psychologist/Educators

MARIA MONTESSORI TEACHER TRAINING CENTER MONTESSORI PHILOSOPHY SYLLABUS

COURSE COMPONENT TITLE: Montessori Three to Six Philosophy

INSTRUCTOR: Rebecca Keith, Susan Cohn

CLOCK HOURS: 57

Course Component Objectives

1. Students shall develop an understanding of Montessori's philosophy as well as those of other philosophers and the ability to explain them to others.
2. They develop an awareness of the basis for education for peace, and the elementary science, timelines, clock of eras, impressionistic charts, etc.
3. Develop ability to express and explain ideas to others.

Requirements

- 90% Attendance & Punctuality
- Submission of Illustrated Curriculum Album (lecture notes)
- Papers on Five Philosophers
- Observation Summaries (5 observations; #16-20, see below)
- Grade of "C" or better on 2 Essay Exams
- Book of Quotations for Required Reading

Texts & Videos

The books you will need to purchase for this class are The Phenomenon of Man by Teilhard de Chardin, The Great Work by Thomas Berry, To Educate the Human Potential and Education and Peace, both by Maria Montessori. Also recommended (but not required) is the Peace Curriculum Binder by Rebecca Keith. You will be viewing the videos "The Global Brain" and "The Great Story."

Course Component Outline

VIII. PHILOSOPHY

- 1) Introduction to Philosophy, Video "The Global Brain"
- 2) The Montessori Philosophy
- 3) How Montessori's Philosophy relates to Others of Her Time
- 4) "Ologies" and "Isms"
- 5) The Relationship of the Spiritual Embryo to the Cosmos
- 6) The Construction of Human Compartment
- 7) "God Who Has No Hands"
- 8) "The Great Story" video
- 9) "The Powers of the Universe" Video
- 10) "The Great Story" "The Thousand Yard Model"
- 11) "We are Made of Stardust" Video and Handout
- 12) "The Physics Experiments"
- 13) Introduction to Evolutionary History
- 14) The Impressionistic Charts
- 15) Montessori's Philosophy for Kids
- 16) Timeline of Evolution
- 17) Clock of Eras
- 18) Timeline of Man
- 19) Pierre Teilhard de Chardin Handout and video
- 20) Montessori and Sri Aurobindo

- 21) Deepak Chopra video
- 22) Comparison of Teilhard de Chardin and Sri Aurobindo

MARIA MONTESSORI TEACHER TRAINING CENTER CLASSROOM MANAGEMENT & OBSERVATION SYLLABUS

COURSE COMPONENT TITLE: Montessori Classroom Management and Montessori Observation

INSTRUCTOR: Rebecca Keith, Susan Cohn

CLOCK HOURS: 51 (30 hrs. C.M. and 21 hrs. Obs.)

Course Component Objectives

1. *Classroom Management:* Students develop competency in classroom management, including classroom set up, starting a class, lesson planning, record keeping, evaluating student performance and behavior, parent conference reports, giving parent conferences and communication, parent education, relating to staff, understanding and complying with state of California requirements for childcare centers, etc.
2. *Observation:* Students develop the ability to observe self and others, to observe, assess and act in a classroom setting in relationship with individual children, to better access and evaluate children and understand when outside assistance and support are needed.

Requirements:

- 90% Attendance & Punctuality
- Participation in Oral Discussions
- Written Summaries of 20 Hours of Observation
- Book of Quotations for Required Reading
- Create Materials:
 - Sample Classroom Floor Plans
 - "Introduction to Montessori" Parent Night Talk
 - A Title 22 Binder

Texts & Handouts

The books you will need to purchase for this class are From Childhood to Adolescence, by M. Montessori, The Ascent of Man by Bronowski, and The Descent of Woman, by Elaine Morgan. You will also need to download Title 22, available here: <http://www.cdss.ca.gov/ord/PG587.htm> (you need to reference the general guidelines and the guidelines for child care centers). Handouts include a sample Curriculum plan for the year, Staff guidelines, and Parent Conference Report. You will attend a parent Conference and a Parent Information Lecture at one of our two sites between now and June.

Course Component Outline

IX. CLASSROOM MANAGEMENT

- 1) The Prepared Environment
- 2) Mixed Age Grouping
- 3) The Montessori Teacher
- 4) How to Start a New Classroom: The Ideal Situation
- 5) Planning a Curriculum
- 6) Classroom Management
- 7) How to take over an existing classroom as a new head teacher
- 8) Intra-classroom communications: classroom meetings, communication and compromise
- 9) Inter-classroom Communications, Record Keeping, Parent Communications
- 10) Parent Conferences/Reports
- 11) Parent Education
- 12) Preparation of Parent Night Talks
- 13) Observation/Recording
- 14) Observation Assessment Activity
- 15) Making the Match

- 16) Behavior Management: The Peace Curriculum
- 17) Title 22: State of California Rules & Regulations, mandated reporting, child abuse
- 18) Create Your Ideal Classroom
- 19) Resources

X. OBSERVATION

- 1) Observation Techniques
- 2) Observation Techniques: experiments and discussion
- 3) Self Observation
- 4) Individual Observation
- 5) Group Awareness
- 6) Discussion Sessions: Discussion of 20 observations, Discussion of Philosophers
- 7) Observation Reports

MACTE COMPETENCIES

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

1. Montessori Philosophy and Human Development

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

2. Classroom Leadership

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

3. Curriculum Implementation

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

4. Community Involvement and Partnership with Families

- a. demonstrates cultural sensitivity in communications and work with families and children;

- b. demonstrates an awareness of community resources for additional support of children and families;
- c. identifies and has an awareness of available professional associations.

STANDARDS FOR COMPLETION - PRIMARY

1. Students are required to attend a minimum of 90% of the total clock hours. All lectures/presentations are vital, therefore any absences must be made up through private tutoring arranged with the instructor, or attending the lecture/presentation the next time it is offered.
2. During practice sessions, students must practice presenting every material in each curriculum area (Practical Life, Sensorial, Cultural Subjects, Language Development and Mathematics), until they are able to present them competently.
3. Students will be required to present materials to the group at large twice during the study of each curriculum area at Evaluation Circles, as well as demonstrate the ability to verbally explain the rationale of the materials and an understanding of the area of study. These presentations will be evaluated by the faculty.
4. Illustrated Curriculum Manuals must be completed for each subject area mentioned above, as well as Manuals for Psychology, Philosophy and Classroom Management. These Manuals must be submitted for evaluation and corrected if necessary.
5. Teacher-made materials are required for the Cultural Subjects, Language Development and Mathematics portion of the course. These include, but are not limited to:
 - a. Land and Water Form pans and cards
 - b. Peoples of the World Prototypes
 - c. Fundamental Needs of Humans Chart & Card Collection
 - d. Music Clapping Charts
 - e. Art Card Collection
 - f. Leaf Collection Cards
 - g. Classified Cards for Parts of the Plant
 - h. Classified Cards for Parts of the Root
 - i. Classified Cards for Parts of the Leaf
 - j. Classified Cards for Parts of the Flower
 - k. Classified Cards for Parts of the Fish
 - l. Classified Cards for Parts of the Amphibian
 - m. Classified Cards for Parts of the Reptile
 - n. Classified Cards for Parts of the Bird
 - o. Classified Cards for Parts of the Mammal
 - p. Object Box
 - q. Article Box
 - r. Proposition/Conjunction Vase of Flowers
 - s. Logical Adjective Game
 - t. Verb Cards and Verb Command Cards
 - u. Adverb Cards and Adverb Command Cards
 - v. Logical Adverb Game
 - w. Reading Practice Materials
 - x. Classified Language Pictures (basic, 3 part cards)
 - y. Fraction Charts: Fraction Families, Equivalents to $\frac{1}{2}$, Equivalents to $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$
 - z. Parallel Exercise Chart
6. Three written examinations during the Psychology and Philosophy portions of the course must be completed successfully.
7. Students must make a Developmental Chart and a Timeline
8. Research papers on five educator/child psychologists and five philosophers are required.
9. Twenty hour-long classroom observations must be documented and discussed.

10. Book reports or a Book of Quotations, depending on site, are required for all required reading.
11. Students must create their own State of CA Title 22 binder, as well as create their ideal classroom floor plan and a parent night lecture.
12. Students must attend at least one OWM student parent/teacher conference.
13. A ten-month long supervised internship in an approved classroom, working at least five mornings a week is required. Interns will be evaluated three times, at least twice by their supervising teacher and at least once by a field supervisor.

Students will be given grades of A, B or C on all evaluations. A final grade for each segment of the course will also be given. Upon completion of all required elements of the course and successful completion of an internship, a Certificate of Completion will be issued.

GRADING

Presentations, papers, albums and materials are evaluated by the faculty. Students are spoken to as a group about the general performance after each presentation or test. Students are spoken to privately at the initiation of the student or the request of the instructor. Evaluations (grade sheets) are placed into the student's confidential file and can be viewed by the student at their request. The MMTTC converts the letter grades received by the student to a number, following the rubric given to us by CSUEB. The rubric is as follows:

A+	4.3
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7

The grades for tests and papers are converted to a numeric value, then are averaged to reveal the final grade for the course. Students are given Individual Record Forms which track their grades in the course and the materials which are due for each section

CIRCLE EXAM – TESTING POLICY

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

ADMISSION PROCEDURE

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

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

ENROLLMENT DEADLINES

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

PRIMARY TUITION AND RELATED COSTS

Application Fee (non-refundable)	\$ 50
Course Tuition	\$3,200
Required reading books & Supplies (approx. /OPTIONAL)	\$ 550
MACTE Fees	<u>\$ 150</u>
TOTAL APPROXIMATE COST OF PROGRAM	\$3,950

OPTIONAL ADDITIONAL COSTS

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

ELEMENTARY TUITION AND RELATED COSTS

Application Fee (non-refundable)	\$ 50
Course Tuition	\$3,500
Required Books, Materials & Supplies (approx. /OPTIONAL)	\$ 500
MACTE Fees	<u>\$ 150</u>
TOTAL APPROXIMATE COST OF PROGRAM	\$4,200

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

The Application Fee is due at the time of application. MACTE fees are due in September of the first year of enrollment. The first installment of tuition is due upon acceptance to the course. Payment each quarter is due on or before the date of registration. Any special arrangements for tuition payments must be made with the Director and documented in writing.

CANCELLATION POLICY - "BUYER'S RIGHT TO CANCEL"

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

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

A full refund of all fees will be made if the student enrolled because of any misrepresentation in advertising, promotional materials provided by MMTTC, or misrepresentation of the program provided by MMTTC faculty members or other official representatives.

RIGHT TO WITHDRAW

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

REFUND POLICY

Cancellation of enrollment or withdrawal from the program will be determined by the refund calculation below. Refunds are calculated according to the pro rata minimum refund schedule, as defined by the State of California Bureau for Private Postsecondary Education, whether or not the student was in attendance. **The \$50 application fee and MACTE fees are non-refundable.** If the student has not paid the tuition in full, refund amounts will be adjusted according to the amount the student has paid to date. Refunds will be paid by check, within 30 days of the date of withdrawal or cancellation of the student. The pro rata refund schedule applies to students who have completed 60 percent or less of the course of instruction. Refunds for students who have completed more than 60% of the course will be at the discretion of the MMTTC Co-directors.

Refunds are calculated by:

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

Example: Joan withdrew from the program after attending 10 classes (30 hours of instruction). Thirty hours multiplied by the hourly program rate of \$9.62 equals \$288.60. Since Joan has not incurred an equipment fee, this is the amount Joan owes. Joan paid the school \$1550.00 when she enrolled. The application fee is deducted, because it is non-refundable. The amount Joan owes is then deducted from the amount she paid, entitling Joan to a refund of \$1211.40.

STUDENT TUITION RECOVERY FUND (STRF) FEES

The MMTTC participates in the Student Tuition Recovery Fund through the State of California Bureau for Private Postsecondary Education. The purpose of this fund is to reimburse students for tuition paid, should an institution default in any way. This fee is nominal (\$0.50 per \$1000 of tuition paid = \$1.50 per student) and is included in your course fees. If your tuition is paid by a third party, or if you are receiving the OWM scholarship, you are not eligible for this program. For more information about the STRF, please visit <http://www.bppe.ca.gov/students/strf.shtml>.

MACTE FEES

The Montessori Accreditation Council for Teacher Education (MACTE) requires the MMTTC to submit a list of enrolled students within six weeks of each new course year (September/October). The student fees currently \$148 per student, but are subject to change at any time. For more information about MACTE, please visit www.MACTE.org.

SCHOLARSHIP

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

FINANCIAL AID

MMTTC does not provide financial aid to students at this time. The MMTTC does offer flexible payment options, however, and is happy to assist our students in any way possible to make the tuition more manageable, including spreading payments over three years and accepting credit card payments. Please contact the course administrator to set up a payment plan that meets your needs.

CREDIT CARDS - PAYPAL

Student may opt to pay any part or all of their tuition or fees with a credit card via www.paypal.com, for a small additional fee (currently 2.9%, the PayPal fee plus \$0.30 per transaction). For more information about this program, please contact the course administrator.

ATTENDANCE/MAKE-UP POLICY

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

LATE MATERIALS POLICY

Materials are required to be submitted on time. Course Albums are due on or before the first day of the next class (e.g.: Practical Life & Sensorial ends on Nov. 13. Cultural begins on Nov. 18; therefore the PL & S albums are due on or before Nov. 18). If the student is not prepared to submit their albums when they are due, they must submit a written explanation to the teacher, and outline a timeline for submission of the required materials. They will also be required to pay an Album Review Fee of \$50 per album submitted.

Materials must be submitted for correction as a complete materials package. The MMTTC will no longer accept materials for correction one at a time. The date for correction for the 2013-2014 school year will be **June 11, 2014 from 3:30-7pm**. On this date we will have a correction and end of the year party. If the student brings all the materials for correction on this date, they will not be charged a Material Review Fee. If the student cannot meet this deadline, they are welcomed to bring their materials to the correction party the NEXT June, and submit them on that date. If the student wants to finish the program and receive their Certification before the next correction party, they will need to pay a \$50 Material Review Fee and set up an appointment for correction with an approved reader. They must bring all required materials together as a complete package for review on their appointment date.

If a student has taken a course but neglected to turn in the required materials at the required times, they will be allowed to turn in the materials, but they will need to pay an Album Review Fee of \$50 per album, as well as a Material Review fee of \$50, so the MMTTC may arrange for a teacher to properly grade and assess the materials submitted. Extenuating circumstances that prevent the student from completing the program or the required materials must be brought to the attention of the Director and addressed.

SPONSORSHIP

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

NON-DISCRIMINATION POLICY

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

SCHOOL AND STUDENT RECORDS

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

ACCESS TO RECORDS

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

CONFIDENTIALITY & PRIVACY PRACTICES

The MMTTC guarantees that all student records will be kept confidential and in a secure location. We adhere to all generally accepted privacy practices regarding personal and sensitive student information. The MMTTC never gives out student information, and never sells or shares our mailing lists.

RIGHT TO WITHHOLD TRANSCRIPTS AND GRADES FOR NONPAYMENT OF TUITION

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

TRANSFER OF UNITS / STUDENT TRANSFERS

The entire sequence of curriculum components as delivered by MMTTC is required to successfully complete the Teacher Training Program. It is unlikely that MMTTC would accept segments of training from other courses or that another course would accept segments of our training. However, credit units received through the California State University, East Bay Extension (CSUEB) are recognized by all other accredited colleges and universities. ***Enrollment in the CSUEB Extension is optional and students must register and pay for these units separately from their MMTTC Tuition.*** . The MMTTC currently offers this transferable college credit for our Primary training course. **Each class is 3.0 units for a total of 24 credit units for the entire program.** For more information on CSUEB's Extended and Continuing Education Program, please visit <http://www.ce.csueastbay.edu/>.

ENGLISH AS A SECOND LANGUAGE (ESL)

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

CERTIFICATE OF COMPLETION

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

ADDITIONAL COPIES OF CERTIFICATES AND TRANSCRIPTS

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

RECORDS SEARCH

Former students of the MMTTC may request a records search for \$20. The records search is required to determine whether or not the student completed the program. In the case of a student who didn't complete the program, this fee covers the cost of research and assessment to determine what courses and materials need to be submitted in order to complete the training and receive Certification. In some instances, a record search may reveal that a student is ineligible to complete the training due to poor attendance or due to lack of required grades or materials. If the records search reveals that the student did successfully complete the program, a transcript and Certification will be issued for no additional fee.

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

EXTENDED ENROLLMENT POLICY AND FEES

Students who are unable to complete a portion of the course within the prescribed time period, and who have paid for that portion of the course, may opt to take that portion of the course when it is offered in the future. There is no charge for this service. Students who wish to make up portions of course work (outside of regularly schedule classes) can arrange to do so with the co-director and/or a faculty member for an additional fee to be determined according to the amount of tutoring necessary (see "LATE MATERIALS POLICY").

CSUEB GRADES - TIME EXTENSIONS

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

LEAVE OF ABSENCE

Students requiring a leave of absence (LOA) must consult with a co-director. Student must request a LOA in writing. Not attending class does not count, nor do verbal requests. The student's tuition must be paid in full for the portion of the course which they did attend, in order to be placed on LOA status. The student must contact the MMTTC to resume training when they are ready. Students who wish to resume training after a LOA of three years or more must resume training from the beginning (at no additional charge), unless they completed all the course work and materials for the courses they did attend. If the course work was completed, they may take only the classes they need to complete.

PLACEMENT ASSISTANCE

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

DISMISSAL

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

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

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

PUBLICATIONS

The MMTTC has several materials available for purchase:

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

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

STUDENT RIGHTS – PROGRAM RESPONSIBILITIES

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

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

PROGRAM RIGHTS – STUDENT RESPONSIBILITIES

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

1. Be committed to acquiring Montessori Teacher Training and willing to put forth maximum effort in its pursuit.
2. Be informed – read all information disseminated by the course.
3. Take an active part in planning and executing their course of study within the context of stated requirements and existing institutional resources.
4. Continually monitor their academic progress.
5. Attend class and participate in other required activities.
6. Come prepared and complete assignments on time.
7. Be informed about the full cost of the program.
8. Satisfy financial obligations to the program in a timely fashion
9. Read and fully comprehend contracts before signing them.
10. Keep a record of all contracts and receipts.
11. Be knowledgeable about other teacher training programs and assure yourself that your enrollment in MMTTC is based on an informed decision. Read published information, interview students, former students and staff concerning their experience with MMTTC before making a final decision.

STUDENT ARBITRATION PROCEDURES

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

the committee against whom the grievance is brought. In the event that the student member is bringing a grievance, an alternate student will be elected by the remaining students to act in his/her stead. No solution can be arrived at which is in conflict with the Pan American Montessori Society requirements for training programs, internship sites, etc.

AREAS OF GRIEVANCE

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

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

GRIEVANCE PROCEDURES

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

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

PAMS

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

MACTE Commission National Office

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

STATEMENT OF FAIR PRACTICES*

In the area of advertising, MMTTC will:

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

In the area of finances, MMTTC will:

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

In the area of admissions, MMTTC will:

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

*This statement is based on one included in "Fair Practices in Higher Education: Rights and Responsibilities of Students and their Colleges in a Period of Intensified Competition for Enrollments", a report of the Carnegie Council in Policy Studies in Higher Education (1979, Jossey-Bass. MWTPP)

STUDENT SERVICES

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

HEALTH SERVICES REFERRALS

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

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

PRIMARY INTERNSHIP/PRACTICUM PHASE

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

The process begins with the student seeking out an approved Montessori school in which to be an intern, as well as a teacher who will be their Master Teacher. In order to be considered “approved,” the school must meet certain minimum standards, and the supervising teacher (aka: master teacher) must hold a Montessori Certification at the level supervised and be in at least his/her second year of teaching after receipt of their credential or certification. The supervising teacher also agrees to observe the intern and complete the required paperwork on time, including an Intern Observation Report every three months (total of three times during the internship). Interns are responsible for getting their Master Teachers to complete the required forms and reports, and to return them to the MMTTC. The MMTTC also requires the student to be observed at least once by a Field Supervisor or a Co-director. The student may choose to complete the entire academic portion of the course before embarking on the internship phase.

The MMTTC will support the student in their attempts to locate an internship site, but it is the responsibility of the student to secure this internship. The internship is ideally a paid position working in a Montessori classroom for at least five mornings a week, for nine to ten months (one school year); however, most internships are unpaid. Occasionally there are intern positions available at One World Montessori School. These are highly sought-after positions, and available only to students who have demonstrated exceptional progress in their training. For more information about securing an intern position at OWM, please speak with the director.

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

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

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

ELEMENTARY INTERNSHIP/PRACTICUM PHASE

Upon enrollment to the elementary training course, the student should immediately begin to secure a location for their lower elementary internship. The internship position should ideally be a full-time position (6 hrs./day, 5 x week for the duration of the school year), in an approved Montessori Lower Elementary classroom. Again, this internship is ideally a paid position, however most internships are unpaid. We will have two intern positions available at One World. Again, these positions are highly sought-after. They will only be offered to students demonstrating exceptional progress in their training. To be considered for one of these positions, the student must secure the recommendation of the director, and must interview with the master teachers.

The process begins with the student seeking out an approved Montessori school in which to be an intern, as well as a teacher who will be their Master Teacher. In order to be considered “approved,” the school must meet certain minimum standards, and the supervising teacher (aka: master teacher) must hold a Montessori Certification at the level supervised and be in at least his/her second year of teaching after receipt of their credential or certification. The supervising teacher also agrees to observe the intern and complete the required paperwork on time, including an Intern Observation Report every three months (total of three times during the internship). Interns are responsible for getting their Master Teachers to complete the required forms and reports, and to return them to the MMTTC. The MMTTC also requires the student to be observed at least once by a Field Supervisor or a Co-director.

The MMTTC will support the student in their attempts to locate an internship site, but it is the responsibility of the student to secure this internship. When the student is ready to pursue an internship site, the student may request all the required forms to submit to the potential school and supervising teacher. These forms include a Practicum Site Agreement, a Master Teacher Agreement, a Pre-Observation Form and Intern Observation Reports. If the school is new or unfamiliar to the MMTTC, as site visit will be required by the director. The student or Master Teacher must return the completed forms to the MMTTC prior to the start of the internship or the internship will be invalid. **Failure to submit the completed Intern Observation Reports also invalidates an internship.**

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

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

MARIA MONTESSORI TEACHER TRAINING CENTER

2013 - 2014 Calendar for Primary - South Bay

September 2013						
S	M	T	W	T	F	S
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October 2013						
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November 2013						
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December 2013						
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January 2014						
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9/16 – 11/13 PRACTICAL LIFE & SENSORIAL
 9/17: Orientation, Intro to Practical Life
 9/20: OWM Int'l Peace Day Celebrated

10/2: No Class, Gandhi's Birthday Observed
10/7: CIRCLE
10/9: CIRCLE
 10/25: OWM UN Day celebration, 10:30am-12pm
INTERN MEETING THIS MONTH

11/6: CIRCLE
 11/7-11/8: OWM Parent Teacher Confs
 11/11: No class, Veteran's Day Observed
11/13: CIRCLE. Last class, albums & materials due.
11/18 – 2/12 CULTURAL
 11/18: Orientation, Intro to Cultural
 11/27-29: Thanksgiving break

11/16: TBD, class if needed
 11/18: TBD, class if needed
 12/23 – 1/3/14 Winter Break

1/6: TBD, class if needed.
1/13: CIRCLE
1/15: CIRCLE
 1/20: No class, MLK Jr. B-Day Observed
INTERN MEETING THIS MONTH

2/10: CIRCLE
2/12: CIRCLE. Last class, albums and materials due.
 2/17-21: President's Week Break
2/24-4/23 LANGUAGE
 2/24: Orientation, Intro to Language

3/10: CIRCLE
3/12: CIRCLE
 3/16: Rebecca's Birthday ☺
INTERN MEETING THIS MONTH

4/7: CIRCLE
4/9: CIRCLE. Last class, albums and materials due.
 4/14-4/18: No classes, Spring Break
4/21 – 6/11 MATHEMATICS
 4/21: Orientation and Intro to Mathematics
 4/22: OWM-Earth Day Celebrated

5/7: CIRCLE
5/12: CIRCLE
 5/14-5/16: OWM Parent/Teacher Confs
 5/26: Memorial Day, no class

6/9: CIRCLE
6/11: CIRCLE. Last class, albums and materials due.

February 2014						
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March 2014						
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April 2014						
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May 2014						
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June 2014						
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Classes are held Mondays and Wednesdays from 4PM to 7PM. Class schedule is subject to change.

MMTTC 2013-2014 Elementary Training Calendar

June 2013						
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June 15-16: Montessori Philosophy (Keith) 9-12p, 1p-5p
 June 17: Practical Life & Sensorial, Cultural (Srinivasan) 9a-12p, 1p-5p
 June 18: Math, Language, Cultural (Satana/Keith) 9a-12p, 1p-5p
 June 19-20: Child Development (Keith) 9a-5p
 June 21: Philosophy (Keith) 9a-5p
 June 24-28: Lang Arts/Eng (Costello), Spanish (Bogart), 8a-5p; Mats Prep (Costello), 5:30p-6:30p

January 1-3: Winter Break
 January 20: MLK Jr Day Observed
 January 25-26: Cosmic Education (Bogart) 9a-5p

January 2014						
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July 2013						
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July 1-6: Earth Science (Irwin) 8a-5p; Mats Prep 5:30p-6:30p (no class July 4)

February 15-16: Cosmic Education (Bogart) 9a-5p
 February 17-18: President's Days

February 2014						
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August 2013						
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August 17-18: Math & Geometry I (Bogart) 9a-5p

March 22: Diversity & Inclusion (Keith) 8a-12p; Learning Styles (Bogart) 1p-5p
 March 23: Practical Life (Bogart) 8a-12p; Physical Education (Bogart) 1p-5p

March 2014						
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September 2013						
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September 14-15: Math & Geometry I (Bogart) 9a-5p

April 14-18: Spring Break
 April 26-27: Materials Prep (Keith) 9a-5p

April 2014						
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October 2013						
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October 2: Gandhi's Birthday Observed
 October 19-20: Math & Geometry I (Bogart) 9a-5p
 October 25: UN Day

May 17: Administration & State Regs (Keith) 8a-12p; Family & Community Relations (Keith) 1p-5p
 May 18: Philosophy (Keith) 9a-5p
 May 26: Memorial Day

May 2014						
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November 2013						
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November 11: Veteran's Day
 November 18-17: Cosmic Education (Bogart) 9a-5p
 November 28-29: Thanksgiving

June 7: Philosophy (Keith) 9a-1p; Mats Prep (Keith) 2p-5p
 June 20: Year-long Project Presentations (Keith/Bogart) 9a-12p, 1p-4p
 June 21: Review & Practice (Keith/Bogart) 9a-12p, 1p-5p
 June 22: Testing & Celebration I (Keith/Bogart)

June 2014						
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December 2013						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

December 14: Art (Keith) 8a-12p; Music (Keith) 1p-5p
 December 23-31: Winter Break



Maria Montessori Teacher Training Center

c/o One World Montessori School
1170 Foxworthy Avenue San Jose, CA 95118-1209
Phone (408) 723-5140 Fax (408) 723-9443
teachertraining@oneworldmontessori.org
MMTTC.org

Date: _____

Name: _____

I have received and read the 2013-2014 MMTTC Course Catalog and Student Handbook, and I agree to abide by the rules contained therein.

Signed:
