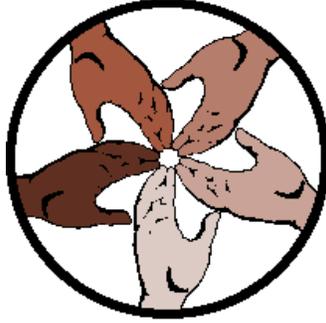


MARIA MONTESSORI TEACHER TRAINING CENTER



COURSE CATALOG & STUDENT HANDBOOK

July 1, 2020 – June 30, 2021

Main Location

MMTTC – South Bay
Rebecca Keith, Co-Director
One World Montessori School
1170 Foxworthy Avenue
San Jose, CA 95118
(408) 414-2218
FAX (408) 723-9443
teachertraining@oneworldmontessori.org
www.MMTTC.org

Additional Location

MMTTC – North Bay
Jed Burchett, Co-Director
Brush Creek Montessori School
1569 Brush Creek Road
Santa Rosa, CA 95404
(707) 539-7980
FAX (707) 539-7549
admin@bcmontessori.org
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COURSE HISTORY AND ACCREDITATION

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

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

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

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

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

The MMTTC is a private institution approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations. Please note: The MMTTC does not have a pending bankruptcy petition, it is not operating as a debtor in possession, has not filed a petition within the preceding five years, and has not had a petition in bankruptcy filed against it within the preceding five years that resulted in

reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

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

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

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

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

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

MISSION STATEMENT

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

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

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

TEACHER TRAINERS

South Bay Location - Primary Training Course:

Co-Director – Rebecca Keith

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

Faculty-in-training – Pamela Jiang

North Bay Location – Primary Training Course:

Co-Director Emeritus – Susan Cohn

Co-Director – Jed Burchett

QUALIFICATIONS

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

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

Pamela Jiang is just beginning her work with the MMTTC as a Faculty-in-Training. Pamela received her Primary Montessori Certificate from the MMTTC in 2013. Ms. Jiang has over 10 years of working experience in a Primary Montessori classroom at One World Montessori School. She also holds an AA degree in Tourism and Culture.

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

Lucille Satana received her Montessori Primary Certification under Ursula Thrush at the MMTTC in 1992. Starting as Rebecca Keith's assistant before becoming a full-fledged teacher, she has accumulated over 20 years of teaching experience at One World Montessori School. Ms.

Satana also holds a B.S. in Applied Mathematics from the University of the Philippines. Ms. Satana began training teachers through the MMTTC in 2005.

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

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

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

MMTTC CODE OF ETHICS*

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

COMMITMENT TO OUR STUDENTS

MMTTC teacher trainers are committed to serve their students in the following ways:

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

COMMITMENT TO THE PUBLIC

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

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

COMMITMENT TO THE PROFESSION

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

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

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

PRIMARY COURSE SUMMARY

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

MMTTC maintains a maximum class size of 10 adult learners at each campus, ensuring a student to instructor ratio of no more than 10 to 1. Instruction takes place in two different settings. When the focus is on mastery of Montessori materials, instruction takes place in a Primary Montessori

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

The course intends to prepare adults to teach children, between the ages of 2 ½ and 6, in a Montessori environment. The academic phase can be completed in two school years. A school-year long supervised internship (working at least three hours a day, five days a week) as an assistant in a functioning multi-age Montessori classroom is also required after the completion of the materials section of the course. This can be done in conjunction with the Philosophy, Psychology and Classroom Management segments of the course, or separately. The MMTTC issues a **Certificate of Completion** upon successful completion of the course. Graduates of the program are qualified to hold a teaching position in a Montessori 2 ½ to 6 year old classroom [*a California State Teacher's Permit must be obtained before becoming a head teacher. This usually requires 12 units of core classes, available at most community colleges, and potentially awarded with submission of the MMTTC courses.*]

A list of the employment positions determined to be within the field of Primary Montessori:

- Montessori preschool-kindergarten head teacher
- Montessori preschool-kindergarten teacher
- Montessori preschool-kindergarten assistant teacher
- Montessori pre-K head teacher
- Montessori pre-K teacher
- Montessori pre-K assistant teacher
- Montessori kindergarten head teacher
- Montessori kindergarten teacher
- Montessori kindergarten assistant teacher
- Montessori Primary Guide
- Montessori Primary Guide – Outdoor Enrichment
- Montessori Language Specialist

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

<u>SOC Code</u>	<u>Employment Position</u>
25-2011	Preschool Teachers, except Special Education
25-2012	Kindergarten Teachers, except Special Education

25-9040	Teacher Assistants
25-9041	Teacher Assistants
25-9090	Education, Training and Library Workers, All Other
25-3099	Teachers and Instructors, All Other
25-3090	Teachers and Instructors, Miscellaneous

The course includes instruction in the following areas: The Exercises of Practical Life; The Sensorial Materials; The Cultural Subjects; Peace Education; Language Development; Mathematics; Child Psychology and Development – Montessori’s Approach (The Formation of Man); Child, Family & Community; 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)

This curriculum gives an overview of the 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, discussed and presented (assisted, in part, by the student's research and written reports on five educators/ child psychologists).

CHILD, FAMILY AND COMMUNITY

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

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

This course addresses techniques for behavior management; record keeping, parent conferences and information meetings; staff communications, meetings, management and training; how to start a new classroom, how to set up a classroom and set a daily schedule; and California State Licensing requirements and other relevant subjects are presented and discussed. Opportunities to attend parent education meetings and parent-teacher conferences at Montessori schools 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. Students will develop the ability to observe self and others; to observe, assess and act in a classroom setting in relationship with individual children; to better access and evaluate children and understand when outside assistance and support are needed. Twenty hour-long guided personal observations in Montessori

classrooms are required of each student. Group discussions about these student observations and intern experiences are a key learning modality.

LENGTH OF CYCLE/CLOCK HOURS – PRIMARY PROGRAM

The course is made up of an ACADEMIC phase and a PRACTICUM phase. The academic phase is composed of lecture, presentations of materials, group process and discussion, and supervised practice with materials, with a *minimum* of 400 hours, but typically as many as 465 hours, of on-site, direct contact between instructor and student. The practicum (internship) is comprised of approximately 600 hours, including a *minimum* of 400 hours of student teaching and 200 hours of seminars, independent study, observation, projects, additional student teaching, etc. **The total instructional clock hours for the program is approximately 1,000 hours.**

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

Here is a table outlining a MMTTC academic schedule when initiating the training program in September 2019:

Date	Course Name	Instructor	Academic Clock Hours	Class Day & Time
9/4/19 – 10/30/19	Child Development & Observation	SJ: Mari Perez Vizcaino SR: Jed Burchett	45	SJ: Mon & Wed, 4-7pm SR: Tues & Wed, 5-8pm
11/4/19 – 1/22/20	Child, Family & Community	SJ: Mari Perez Vizcaino SR: Jed Burchett	45	SJ: Mon & Wed, 4-7pm SR: Tues & Wed, 5-8pm
1/27/20 – 4/1/20	Philosophies of Education for Peace	SJ: Mari Perez Vizcaino SR: Jed Burchett	45	SJ: Mon & Wed, 4-7pm SR: Tues & Wed, 5-8pm
4/6/20-6/3/20	Montessori Classroom Management	SJ: Mari Perez Vizcaino SR: Jed Burchett	45	SJ: Mon & Wed, 4-7pm SR: Tues & Wed, 5-8pm
9/9/20 – 11/18/20*	Montessori Practical Life & Sensorial	SJ: Hema Srinivasan SR: Jed Burchett	60	SJ: Mon & Wed, 4-7pm SR: Tues & Wed, 5-8pm
11/30/20 – 2/3/21*	Montessori Cultural Subjects	SJ: Mari Perez Vizcaino SR: Jed Burchett	75	SJ: Mon & Wed, 4-7pm SR: Tues & Wed, 5-8pm
2/8/21 – 4/14/21*	Montessori Language	SJ: Karen Bamberg SR: Jed Burchett	75	SJ: Mon & Wed, 4-7pm SR: Tues & Wed, 5-8pm

4/19/21 – 6/9/21*	Montessori Mathematics	SJ: Lucille Satana SR: Jed Burchett	75	SJ: Mon & Wed, 4-7pm SR: Tues & Wed, 5-8pm
9/2021 – 6/2022	Primary Practicum	SJ: Karen Bamberg SR: Jed Burchett	400	Mon – Fri, 9-12pm

*approximate dates

MONTESSORI ACCREDITATION COUNCIL FOR TEACHER EDUCATION (MACTE)

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

CALIFORNIA BUREAU FOR PRIVATE POSTSECONDARY EDUCATION (BPPE)

The MMTTC is a private institution approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations.

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

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833 or P.O. Box 980818, West Sacramento, CA 95798-0818, www.bppe.ca.gov, (888) 370-7589 or by fax (916) 263-1897.

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

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.

NORTH AMERICAN MONTESSORI TEACHERS' ASSOCIATION

For more information about this organization, please visit www.montessori-namta.org.

MARIA MONTESSORI TEACHER TRAINING CENTER
Early Childhood - Primary Montessori Teacher Training

MONTESSORI PRACTICAL LIFE & SENSORIAL

Course and Contact Information

Course Number: TED 824C

Semester Units: 3.0

Class Days/Time: 2 meetings a week, 4-7pm
5 Labs for Materials Practice (3 hours each)

Intended Audience: For those individuals seeking their Primary (ages 2.5-6) Montessori Credential, in order to work in the Primary Montessori Environment.

Course Description:

The course intends to prepare adults to teach children, between the ages of 2 ½ and 6, in the Practical Life and Sensorial area of a Montessori environment.

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.

Student Learning Objectives:

Upon successful completion of this course:

1. Students shall become competent in the presentation of the Practical Life and Sensorial materials. [MACTE Competencies; 1c, 2a]
2. Students shall correctly match child to material according to stage of readiness and development. [MACTE Competencies; 2b]
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. [MACTE Competencies; 2b, 2c]
4. They shall be able to design and set up these areas of the environment, and create their own Practical Life exercises. [MACTE Competencies; 2c, 2f]

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. [MACTE Competencies; 2c, 2f, 2j, 3a, 3d]

Texts:

1. Maria Montessori, Her Life and Work by E.M. Standing
2. Together with Montessori by Cam Gordon
3. Dr. Montessori's Own Handbook by M. Montessori

Assignments:

The course will consist of a combination of lecture, class presentation and class discussion. This program is both intense and non-duplicate, therefore 90% attendance and punctuality are expected. Student participation is critical and an important way to enrich everyone's learning. Students are encouraged to raise issues, discuss their own experiences, and ask questions at any time. All required written work should follow APA format whenever appropriate.

1. Illustrated Curriculum Album

Students are required to submit an Illustrated Curriculum Album in the each of the areas of Practical Life and Sensorial. These albums will describe the Montessori materials, outline their presentations and have coordinating illustrations. Students will complete weekly homework consisting of presentation write-ups of the materials discussed each week. The instructor will give feedback on the weekly homework, which the student can then incorporate in their Illustrated Curriculum Album submission. The final album, and the use of the album outline, should follow the guidelines stated in the ALBUM GUIDELINES and USE OF ALBUM OUTLINES policies. Please ask for a copy of these policies if needed.

2. Circle Exams

Students will participate in 4 Circle Exams. In these exams, students are required to present materials to the class in a role-play type setting. They are expected to properly present the materials to a child as they have learned from lecture and materials practice. Students should also be able to demonstrate the ability to verbally explain the rationale of the materials and have an understanding of the area of study. These presentations will be evaluated by the instructor, as well as by peer review.

3. Class Participation

Students will be expected to spend significant time exploring and interacting with all the Montessori materials. Students will be required to practice how to present all the different Montessori lessons during the designated portion of class-time so they can receive supervised instruction. Students will also need to practice outside of class as a group at designated lab times, as well as independently. Students will need to complete the required reading and participate in class discussion related to the readings. Practical Life students will also prepare, write-up and present one of the Additional Exercises.

4. 20 Observations

Observations are one hour each, to be done over the course of the two year training program, for a total of 20 hours. Credit for this assignment will be given when student is enrolled in the MMTTC Child, Family and Community course.

Observations should include:

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

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

- Observations 1 – 5: In five different environments, create a list of self-observations every 5 minutes. “I feel...”, “I feel...” – get in touch with how you feel and what you would do about what you are observing. How you feel interferes with your ability to interact appropriately with the children.

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

- Observations 6 – 10: In five different environments (could be the same as the previous observations but on different days), observe three different children of different ages – note what the child is doing every 5 minutes. Write what you are observing about the child and what you might do (same or different than what actually happened).

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

- Observations 11 – 15: In five different environments (could be the same as the previous observations but on different days), observe the teacher every 5 minutes and note how you feel about what he/she is doing. Write what you are observing about the teacher and what you might do (same or different than what actually happened).

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

- Observations 16 – 20: In five different environments (could be the same as the previous observations but on different days), observe the ambient environment – note your general observation/impression of the environment as a whole. Write what you are observing about the environment as a whole, any visible patterns or groupings of activity, any noticeable “vibes” from the children or adults, and what you might do (same or different than what actually happened).

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

5. Book of Quotations

A compilation of quotes, or “Book of Quotations”, is in lieu of creating book reports for all the required reading. For each courses’ required text(s), the student will need to find relevant Maria Montessori quotes (useful to the student and pertaining to the selection of topics listed below). The student is expected to type up the selected quotes and list the page number and book name. The aim of this exercise is to gain recall of Dr. Montessori’s own words, so that you will be able to use them in the situations in which they may be needed.

Credit for this assignment will be given when student is enrolled in the MMTTC Child, Family and Community course. At the end of the students’ training, their quotes, along

with the selected quotes of their peers, will be compiled and provided as a resource for a Montessori career.

Categories/Topics for Quotes:

- Movement
- Discipline
- Human Tendencies
- Philosophies
- Sensitive Periods
- Role of the Adult
- Miscellaneous

Week	Date	Topic
1		Orientation and Introduction to Montessori
2		Introduction to Practical Life, Review of Preliminary Procedures, Introductory Exercises #1-5
3		Introductory Exercises # 6-7; Care of the Person: Exercises #1 *Lab for Materials Practice
4		Care of the Person: Exercise #2-6: Dressing Frames
5		Care of the Environment, Inside: Exercises #1-5 *OPTIONAL: OWM's celebration of International Peace Day *Lab for Materials Practice
6		Care of the Environment, Inside: Exercises #6-7. Care of the Environment, Outside: Exercises #1-4 *Lab for Materials Practice
7		Grace & Courtesy: Exercises #1-8; Materials Review and Practice with Instructor
8		CIRCLE EXAM with Instructor Evaluation and Peer Review
9		Introduction to Sensorial Materials, Exercises in Visual Discrimination of Dimensions #1-4
10		Visual Discrimination of Color: Exercises # 1-4 *OPTIONAL: OWM United Nations Day celebration *Lab for Materials Practice
11		Visual Discrimination of Form #5-7
12		Tactile Sense Development: Exercises #1-3; Stereognostic Development: Exercises #1-5
13		Auditory Sense Development: Exercises 1&2, Baric

		sense, Thermic Sense, Olfactory sense, Gustatory sense exercises *Lab for Materials Practice
14		Study of Dimension: Exercises #1-5; Materials Review and Practice with Instructor
15		CIRCLE EXAM with Instructor Evaluation and Peer Review. Last Class. Assignments Due.

MARIA MONTESSORI TEACHER TRAINING CENTER
Early Childhood - Primary Montessori Teacher Training

MONTESSORI CULTURAL SUBJECTS

Course and Contact Information

Course Number: TED 825C
Semester Units: 3.0
Class Days/Time: 2 meetings a week, 4-7pm
6 Labs for Materials Practice (3 hours each)
2 Materials Workshops (6 hours each)

Intended Audience: For those individuals seeking their Primary (ages 2.5-6) Montessori Credential, in order to work in the Primary Montessori Environment.

Course Description:

The course intends to prepare adults to teach children, between the ages of 2 ½ and 6, in the Cultural Subjects area of a Montessori environment.

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.

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.

Student Learning Objectives:

Upon successful completion of this course:

1. Students shall become competent in the presentation of the Cultural Subjects materials, including art, music and movement, geography, peace, sciences and time. [MACTE Competencies; 1c, 2a]
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. [MACTE Competencies; 2b, 2c]
3. They shall design and set up these areas of the environment, including a peace table. [MACTE Competencies; 2c, 2f]
4. They shall appropriately match child and material based on age and stage of development. [MACTE Competencies; 2b]
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. [MACTE Competencies; 2c, 2f, 2j, 3a, 3d]

Texts:

1. The Secret of Childhood by Maria Montessori

2. United Nations Day Curriculum Binder and the Peace Curriculum Binder, both by Rebecca Keith.

Assignments:

The course will consist of a combination of lecture, class presentation and class discussion. This program is both intense and non-duplicate, therefore 90% attendance and punctuality are expected. Student participation is critical and an important way to enrich everyone's learning. Students are encouraged to raise issues, discuss their own experiences, and ask questions at any time. All required written work should follow APA format whenever appropriate.

1. Illustrated Curriculum Album

Students are required to submit an Illustrated Curriculum Album in the area of Cultural Subjects. This album will describe the Montessori materials, outline their presentations and have coordinating illustrations. Students will complete weekly homework consisting of presentation write-ups of the materials discussed each week. The instructor will give feedback on the weekly homework, which the student can then incorporate in their Illustrated Curriculum Album submission. The final album, and the use of the album outline, should follow the guidelines stated in the ALBUM GUIDELINES and USE OF ALBUM OUTLINES policies. Please ask for a copy of these policies if needed.

2. Circle Exams

Students will participate in 4 Circle Exams. In these exams, students are required to present materials to the class in a role-play type setting. They are expected to properly present the materials to a child as they have learned from lecture and materials practice. Students should also be able to demonstrate the ability to verbally explain the rationale of the materials and have an understanding of the area of study. These presentations will be evaluated by the instructor, as well as by peer review.

3. Class Participation

Students will be expected to spend significant time exploring and interacting with all the Montessori materials. Students will be required to practice how to present all the different Montessori lessons during the designated portion of class-time so they can receive supervised instruction. Students will also need to practice outside of class as a group at designated lab times, as well as independently. Students will need to complete the required reading and participate in class discussion related to the readings.

4. 20 Observations

Observations are one hour each, to be done over the course of the two year training program, for a total of 20 hours. Credit for this assignment will be given when student is enrolled in the MMTTC Child, Family and Community course.

Observations should include:

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

5) A description of the environment

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

- Observations 1 – 5: In five different environments, create a list of self-observations every 5 minutes. “I feel...”, “I feel...” – get in touch with how you feel and what you would do about what you are observing. How you feel interferes with your ability to interact appropriately with the children.

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

- Observations 6 – 10: In five different environments (could be the same as the previous observations but on different days), observe three different children of different ages – note what the child is doing every 5 minutes. Write what you are observing about the child and what you might do (same or different than what actually happened).

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

- Observations 11 – 15: In five different environments (could be the same as the previous observations but on different days), observe the teacher every 5 minutes and note how you feel about what he/she is doing. Write what you are observing about the teacher and what you might do (same or different than what actually happened).

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

- Observations 16 – 20: In five different environments (could be the same as the previous observations but on different days), observe the ambient environment – note your general observation/impression of the environment as a whole. Write what you are observing about the environment as a whole, any visible patterns or groupings of activity, any noticeable “vibes” from the children or adults, and what you might do (same or different than what actually happened).

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

5. Book of Quotations

A compilation of quotes, or “Book of Quotations”, is in lieu of creating book reports for all the required reading. For each courses’ required text(s), the student will need to find relevant Maria Montessori quotes (useful to the student and pertaining to the selection of topics listed below). The student is expected to type up the selected quotes and list the page number and book name. The aim of this exercise is to gain recall of Dr. Montessori’s own words, so that you will be able to use them in the situations in which they may be needed.

Credit for this assignment will be given when student is enrolled in the MMTTC Child, Family and Community course. At the end of the students’ training, their quotes, along with the selected quotes of their peers, will be compiled and provided as a resource for a Montessori career.

Categories/Topics for Quotes:

- Movement
- Discipline
- Human Tendencies
- Philosophies

- Sensitive Periods
- Role of the Adult
- Miscellaneous

6. Material Making

Students must create a variety of teacher-made materials, in this area of study, based on the models available in the training center classrooms. See “Materials Requirements” document for further guidelines.

The following Cultural materials must be completed:

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

Week	Date	Topic
1		Introduction to Cultural Subjects, Introduction to Art, Cultural Exercises: Art (#1-7) *Lab time for Materials Practice
2		Cultural Exercises: Music (#1-7)
3		Cultural Exercises: Music (#8-13) *Lab time for Materials Practice
4		Cultural Exercises: Art (#8-14) *Lab time for Materials Practice
5		Cultural Exercises: Art and Music review
6		Cultural Exercises: Geography (#1-6)
7		Cultural Exercises: Geography, continued (#7-11)

		*Lab time for Materials Practice
8		Cultural Exercises: History/Time (#1-6) *Lab time for Materials Practice
9		Materials Workshop #1: Introduction to the Making of Cultural Materials
10		CIRCLE EXAM with Instructor Evaluation and Peer Review
11		Cultural Exercises: Sciences (#1-8)
12		Cultural Exercises: Sciences (#9-16) *Lab time with Materials Practice
13		Cultural Exercises: Sciences (#17-24)
14		Cultural Materials Workshop #2
15		CIRCLE EXAM with Instructor Evaluation and Peer Review. Last Class. Assignments. Due.

MARIA MONTESSORI TEACHER TRAINING CENTER
Early Childhood - Primary Montessori Teacher Training

MONTESSORI LANGUAGE

Course and Contact Information

Course Number: TED 826C
Semester Units: 3.0
Class Days/Time: 2 meetings a week, 4-7pm
6 Labs for Materials Practice (3 hours each)
2 Materials Workshops (6 hours each)

Intended Audience: For those individuals seeking their Primary (ages 2.5-6) Montessori Credential, in order to work in the Primary Montessori Environment.

Course Description:

The course intends to prepare adults to teach children, between the ages of 2 ½ and 6, in the Language area of a Montessori environment.

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.

Student Learning Objectives:

Upon successful completion of this course:

1. Students shall become competent in the presentation of the Language materials. [MACTE Competencies; 1c, 2a]
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. [MACTE Competencies; 2b, 2c]
3. They shall appropriately match child and material based on age and stage of development. [MACTE Competencies; 2b]
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. [MACTE Competencies; 2c, 2f, 2j, 3a, 3d]
5. They shall be able to design and set up these areas of the environment, including setting up and choosing appropriate books for a library. [MACTE Competencies; 2c, 2f]
6. They shall lead a group circle. [MACTE Competencies; 2a, 2f, 3a]

Texts:

1. The Absorbent Mind by Maria Montessori
2. *The Montessori Preschool: Preparation for Writing and Reading* by Sylvia Richardson
3. *Multilingualis and the Family* by Renilde Montessori

Assignments:

The course will consist of a combination of lecture, class presentation and class discussion. This program is both intense and non-duplicate, therefore 90% attendance and punctuality are expected. Student participation is critical and an important way to enrich everyone's learning. Students are encouraged to raise issues, discuss their own experiences, and ask questions at any time. All required written work should follow APA format whenever appropriate.

1. Illustrated Curriculum Album

Students are required to submit an Illustrated Curriculum Album in the area of Language. This album will describe the Montessori materials, outline their presentations and have coordinating illustrations. Students will complete weekly homework consisting of presentation write-ups of the materials discussed each week. The instructor will give feedback on the weekly homework, which the student can then incorporate in their Illustrated Curriculum Album submission. The final album, and the use of the album outline, should follow the guidelines stated in the ALBUM GUIDELINES and USE OF ALBUM OUTLINES policies. Please ask for a copy of these policies if needed.

2. Circle Exams

Students will participate in 7 Circle Exams. In these exams, students are required to present materials to the class in a role-play type setting. They are expected to properly present the materials to a child as they have learned from lecture and materials practice. Students should also be able to demonstrate the ability to verbally explain the rationale of the materials and have an understanding of the area of study. These presentations will be evaluated by the instructor, as well as by peer review.

3. Class Participation

Students will be expected to spend significant time exploring and interacting with all the Montessori materials. Students will be required to practice how to present all the different Montessori lessons during the designated portion of class-time so they can receive supervised instruction. Students will also need to practice outside of class as a group at designated lab times, as well as independently. Students will need to complete the required reading and participate in class discussion related to the readings.

4. 20 Observations

Observations are one hour each, to be done over the course of the two year training program, for a total of 20 hours. Credit for this assignment will be given when student is enrolled in the MMTTC Child, Family and Community course.

Observations should include:

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

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

- Observations 1 – 5: In five different environments, create a list of self-observations every 5 minutes. “I feel...”, “I feel...” – get in touch with how you feel and what you would do about what you are observing. How you feel interferes with your ability to interact appropriately with the children.

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

- Observations 6 – 10: In five different environments (could be the same as the previous observations but on different days), observe three different children of different ages – note what the child is doing every 5 minutes. Write what you are observing about the child and what you might do (same or different than what actually happened).

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

- Observations 11 – 15: In five different environments (could be the same as the previous observations but on different days), observe the teacher every 5 minutes and note how you feel about what he/she is doing. Write what you are observing about the teacher and what you might do (same or different than what actually happened).

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

- Observations 16 – 20: In five different environments (could be the same as the previous observations but on different days), observe the ambient environment – note your general observation/impression of the environment as a whole. Write what you are observing about the environment as a whole, any visible patterns or groupings of activity, any noticeable “vibes” from the children or adults, and what you might do (same or different than what actually happened).

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

5. Book of Quotations

A compilation of quotes, or “Book of Quotations”, is in lieu of creating book reports for all the required reading. For each courses’ required text(s), the student will need to find relevant Maria Montessori quotes (useful to the student and pertaining to the selection of topics listed below). The student is expected to type up the selected quotes and list the page number and book name. The aim of this exercise is to gain recall of Dr. Montessori’s own words, so that you will be able to use them in the situations in which they may be needed.

Credit for this assignment will be given when student is enrolled in the MMTTC Child, Family and Community course. At the end of the students’ training, their quotes, along with the selected quotes of their peers, will be compiled and provided as a resource for a Montessori career.

Categories/Topics for Quotes:

- Movement
- Discipline
- Human Tendencies
- Philosophies
- Sensitive Periods
- Role of the Adult
- Miscellaneous

6. Material Making

Students must create a variety of teacher-made materials, in this area of study, based on the models available in the training center classrooms. See “Materials Requirements” document for further guidelines.

The following Language materials must also be completed:

- Object Box
- Article Box
- Preposition/Conjunction Vase of Flowers
- Logical Adjective Game
- Verb Cards and Verb Command Cards
- Logical Adverb Game
- Reading Practice Materials
- Classified Language Pictures (basic, 3 part cards)

Week	Date	Topic
1		Orientation, Introduction to Language Development (through Language with the Sensorial Materials), Vocabulary Enrichment – Free Oral Expression (#1-9)
2		Presentation of Circle, Musical Elements of Circle, Open forum for students to share additional songs *Lab time for Materials Practice
3		CIRCLE EXAM with Instructor Evaluation and Peer Review (REQUIRED: Bring in your 5 songs and finger-plays)
4		Materials Workshop #1: Introduction to the Making of Language Materials
5		Writing (#1-5)
6		Writing (#6-10) *Lab time for Materials Practice
7		CIRCLE EXAM with Instructor Evaluation and Peer Review
8		Reading – Fundamentals (#1-8) *Lab time for Materials Practice

9		Reading – Practice (#1-6) *Lab time for Materials Practice
10		Language Materials Workshop #2
11		CIRCLE EXAM with Instructor Evaluation and Peer Review
12		Reading - Practice (#7-12) * Lab time for Materials Practice
13		Reading – Practice (#13-17) * Lab time for Materials Practice
14		CIRCLE EXAM with Instructor Evaluation and Peer Review.
15		Reading Analysis #18. Last Class. Assignments Due.

MARIA MONTESSORI TEACHER TRAINING CENTER
Early Childhood - Primary Montessori Teacher Training

MONTESSORI MATHEMATICS

Course and Contact Information

Course Number: TED 827C
Semester Units: 3.0
Class Days/Time: 2 meetings a week, 4-7pm
6 Labs for Materials Practice (3 hours each)
2 Materials Workshops (6 hours each)

Intended Audience: For those individuals seeking their Primary (ages 2.5-6) Montessori Credential, in order to work in the Primary Montessori Environment.

Course Description:

The course intends to prepare adults to teach children, between the ages of 2 ½ and 6, in the Mathematics area of a Montessori environment.

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.

Student Learning Objectives:

Upon successful completion of this course:

1. Students shall become competent in the presentation of the Mathematics materials. [MACTE Competencies; 1c, 2a]
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. [MACTE Competencies; 2b, 2c]
3. They shall appropriately match child and material based on age and stage of development. [MACTE Competencies; 2b]
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. [MACTE Competencies; 2c, 2f, 2j, 3a, 3d]
5. They shall be able to design and set up these areas of the environment. [MACTE Competencies; 2c, 2f]

Texts:

1. Education for a New World by Maria Montessori

Assignments:

The course will consist of a combination of lecture, class presentation and class discussion. This program is both intense and non-duplicate, therefore 90% attendance and punctuality are expected. Student participation is critical and an important way to enrich everyone's learning. Students are encouraged to raise issues, discuss their own experiences, and ask questions at any time. All required written work should follow APA format whenever appropriate.

1. Illustrated Curriculum Album

Students are required to submit an Illustrated Curriculum Album in the area of Mathematics. This album will describe the Montessori materials, outline their presentations and have coordinating illustrations. Students will complete weekly homework consisting of presentation write-ups of the materials discussed each week. The instructor will give feedback on the weekly homework, which the student can then incorporate in their Illustrated Curriculum Album submission. The final album, and the use of the album outline, should follow the guidelines stated in the ALBUM GUIDELINES and USE OF ALBUM OUTLINES policies. Please ask for a copy of these policies if needed.

2. Circle Exams

Students will participate in 4 Circle Exams. In these exams, students are required to present materials to the class in a role-play type setting. They are expected to properly present the materials to a child as they have learned from lecture and materials practice. Students should also be able to demonstrate the ability to verbally explain the rationale of the materials and have an understanding of the area of study. These presentations will be evaluated by the instructor, as well as by peer review.

3. Class Participation

Students will be expected to spend significant time exploring and interacting with all the Montessori materials. Students will be required to practice how to present all the different Montessori lessons during the designated portion of class-time so they can receive supervised instruction. Students will also need to practice outside of class as a group at designated lab times, as well as independently. Students will need to complete the required reading and participate in class discussion related to the readings.

4. 20 Observations

Observations are one hour each, to be done over the course of the two year training program, for a total of 20 hours. Credit for this assignment will be given when student is enrolled in the MMTTC Child, Family and Community course.

Observations should include:

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

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

- Observations 1 – 5: In five different environments, create a list of self-observations every 5 minutes. “I feel...”, “I feel...” – get in touch with how you feel and what you would do about what you are observing. How you feel interferes with your ability to interact appropriately with the children.

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

- Observations 6 – 10: In five different environments (could be the same as the previous observations but on different days), observe three different children of different ages – note what the child is doing every 5 minutes. Write what you are observing about the child and what you might do (same or different than what actually happened).

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

- Observations 11 – 15: In five different environments (could be the same as the previous observations but on different days), observe the teacher every 5 minutes and note how you feel about what he/she is doing. Write what you are observing about the teacher and what you might do (same or different than what actually happened).

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

- Observations 16 – 20: In five different environments (could be the same as the previous observations but on different days), observe the ambient environment – note your general observation/impression of the environment as a whole. Write what you are observing about the environment as a whole, any visible patterns or groupings of activity, any noticeable “vibes” from the children or adults, and what you might do (same or different than what actually happened).

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

5. Book of Quotations

A compilation of quotes, or “Book of Quotations”, is in lieu of creating book reports for all the required reading. For each courses’ required text(s), the student will need to find relevant Maria Montessori quotes (useful to the student and pertaining to the selection of topics listed below). The student is expected to type up the selected quotes and list the page number and book name. The aim of this exercise is to gain recall of Dr. Montessori’s own words, so that you will be able to use them in the situations in which they may be needed.

Credit for this assignment will be given when student is enrolled in the MMTTC Child, Family and Community course. At the end of the students’ training, their quotes, along with the selected quotes of their peers, will be compiled and provided as a resource for a Montessori career.

Categories/Topics for Quotes:

- Movement
- Discipline
- Human Tendencies
- Philosophies
- Sensitive Periods
- Role of the Adult
- Miscellaneous

6. Material Making:

Students must create a variety of teacher-made materials, in this area of study, based on the models available in the training center classrooms. See “Materials Requirements” document for further guidelines.

The following Mathematics materials must be completed:

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

Week	Date	Topic
1		Orientation, Introduction to Mathematics (Indirect Preparation for Math, Main Groups of Arithmetic), Counting Group I (#1-5)
2		Group II – The Decimal System (#1-5) *Lab time for Materials Practice
3		Group II – The Decimal System (#6-10) *Lab time for Materials Practice
4		Materials Workshop #1: Introduction to the Making of Mathematics Materials
5		Group II – The Decimal System (#11-15)
6		Mathematics Exercises: Review of Counting Group I and The Decimal System *Lab time for Materials Practice
7		CIRCLE EXAM with Instructor Evaluation and Peer Review
8		Fractions (#1-6)
9		Group III – Counting Group II (#1-4) *Lab time for Materials Practice
10		Group III – Counting Group II (#5-8) *Lab time for Materials Practice
11		Group IV – Tables Group (#1-7)
12		Mathematics Exercises: Review of Fractions, Counting Groups II-IV * Lab time for Materials Practice
13		Mathematics Materials Workshop #2

14		Passage to Abstraction (#1-4)
15		CIRCLE EXAM with Instructor Evaluation and Peer Review. Last Class. Assignments Due.

MARIA MONTESSORI TEACHER TRAINING CENTER
Early Childhood - Primary Montessori Teacher Training

CHILD, FAMILY AND COMMUNITY
For the Montessori Educator

Course and Contact Information

Course Number: TED 830C

Semester Units: 3.0

Class Days/Time: 2 meetings a week, 4-7pm

Intended Audience: For those individuals seeking their Primary (ages 2.5-6) Montessori Credential, in order to work in the Primary Montessori Environment.

Course Description:

This course examines the developing child in a societal context, focusing on the relationships among children, families, schools and the community. Emphasis will be placed on the nature of the parent-child relationship, and the role of adults and mixed age peers in a child's socialization and identity development. Ways to support and empower families will be discussed, including parent education.

Skills necessary for creating and maintaining positive relationships with peers and adults which foster social and emotional learning, 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 socially and emotionally aware individual. Utilization of MMTTC's Peace Curriculum is also presented.

Student Learning Objectives:

Upon successful completion of this course:

1. Student will understand the developing child in a societal context, focusing on relationships among children, families, schools and the community. [MACTE Competencies; 1a, 1b, 1c, 2d]
2. Student will have an understanding of the nature of the parent-child relationship, and the role adults and mixed-age peers have in a child's socialization and identity development. [MACTE Competencies; 1b, 2d]
3. Student will be able to articulate ways in which to support and empower families. [MACTE Competencies; 1a, 2h, 2i, 2j, 3d]
4. Student will be able to observe, assess and act in a classroom setting in relationship with individual children. [MACTE Competencies; 2e, 2f, 2g, 2i, 2j]
5. Student will be able to assess and evaluate children, and understand when outside assistance and support are needed. [MACTE Competencies; 1d, 2i, 2j, 3d]
6. In a clear and articulate written format, student will be able to adequately express their own ideas, as well as the ideas of theorists and scholars. [MACTE Competencies; 1a, 1b, 2d, 2h]

Texts:

1. Understanding the Human Being by S. Montanaro
2. The Ascent of Man by J. Bronowski
3. The Descent of Woman by E. Morgan
4. Handbook of Articles (will be provided)
5. The Peace Curriculum Handbook
6. The United Nations Day Handbook

Videos:

1. “Family Birth and Bonding” by Joseph Chilton Pearce

Assignments:

The course will consist of a combination of lecture, class presentation and class discussion. This program is both intense and non-duplicate, therefore 90% attendance and punctuality are expected. Student participation is critical and an important way to enrich everyone’s learning. Students are encouraged to raise issues, discuss their own experiences, and ask questions at any time. All required written work should follow APA format whenever appropriate.

1. 3 Essay Tests

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

2. Reflective Paper: The Transformation of the Adult

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

3. Class Participation

Students will complete weekly reading assignments and come to class prepared for discussion. Class discussion will take place both in the classroom and online. Students are not only required to offer their opinions and interpretations, but to also propose thoughtful discussion questions for the class to address. Students are encouraged to offer perspectives from their own experiences in order to provide fruitful conversations. Observation of parent-teacher conferences in a Montessori school is required.

4. 20 Observations

Observations are one hour each, to be done over the course of the two year training program, for a total of 20 hours.

Observations should include:

- 1) The name of the school

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

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

- Observations 1 – 5: In five different environments, create a list of self-observations every 5 minutes. “I feel...”, “I feel...” – get in touch with how you feel and what you would do about what you are observing. How you feel interferes with your ability to interact appropriately with the children.

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

- Observations 6 – 10: In five different environments (could be the same as the previous observations but on different days), observe three different children of different ages – note what the child is doing every 5 minutes. Write what you are observing about the child and what you might do (same or different than what actually happened).

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

- Observations 11 – 15: In five different environments (could be the same as the previous observations but on different days), observe the teacher every 5 minutes and note how you feel about what he/she is doing. Write what you are observing about the teacher and what you might do (same or different than what actually happened).

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

- Observations 16 – 20: In five different environments (could be the same as the previous observations but on different days), observe the ambient environment – note your general observation/impression of the environment as a whole. Write what you are observing about the environment as a whole, any visible patterns or groupings of activity, any noticeable “vibes” from the children or adults, and what you might do (same or different than what actually happened).

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

5. Book of Quotations

A compilation of quotes, or “Book of Quotations”, is in lieu of creating book reports for all the required reading. For each courses’ required text(s), the student will need to find relevant Maria Montessori quotes (useful to the student and pertaining to the selection of topics listed below). The student is expected to type up the selected quotes and list the page number and book name. The aim of this exercise is to gain recall of Dr. Montessori’s own words, so that you will be able to use them in the situations in which they may be needed.

At the end of the students’ training, their quotes, along with the selected quotes of their peers, will be compiled and provided as a resource for a Montessori career.

Categories/Topics for Quotes:

- Movement
- Discipline
- Human Tendencies

- Philosophies
- Sensitive Periods
- Role of the Adult
- Miscellaneous

Week	Date	Topic
1		Special Needs: Understanding Special Needs Children
2		Practical Special Needs for the Montessori Method <i>Reading: <u>Practical Special Needs for the Montessori Method</u> handbook by Perolman</i>
3		Practical Special Needs for the Montessori Method (cont)
4		Positive Discipline. <i>Reading: "Positive Discipline in the Classroom"</i> <i>Teacher's Guide TAKE HOME ESSAY TEST</i>
5		Non-violent Communication <i>Reading: "Peace Making and Peace Keeping in the Montessori Classroom", "Peaceful Classroom, Peaceful Home, Peaceful World", "Non-violent Communication in Brief" and "Chapter 2 – Peace with Family & Friends – Guide to Conflict Resolution"</i>
6		The Process of Learning, The Three Stages of Obedience, Mixed Age Grouping, Indirect Preparation <i>Reading: The Process of Learning lecture, The Three Levels of Obedience quotations and bullet points, "Montessori Approach to Discipline", "On Discipline – Reflections and Advice" and "Developing Character, Will and Spirit" by O'Shaughnessy</i>
7		The Child's Home Environment, The Child and the Family <i>Reading: "A House for Adults and Children", "Bringing Montessori Home" and "Montessori and the Home"</i>

		<i>Environment Toddlers”</i>
8		The Prepared Environment – Infant Community, 3-6, 6-9, 9-12, Human Behavior, The Child in the Community <i>Reading: Prepared Environment, and Mixed Age Grouping lecture, “Chapter 3 – Choice and Perceived Control”, “Joyful Scholars – Montessori for the Elementary Years”, “Although you know your Teenager Takes some Chances” and “Montessori at the Secondary Levels” by Seldin</i>
9		The Nature of the Adult <i>Reading: Montessori Directress, and Characteristics of the Teacher lectures</i>
10		TAKE HOME ESSAY TEST
11		Imagination, the Importance of Imagination, and a Comparison of Montessori and Piaget <i>Reading: Imagination and The Importance of the Imagination lectures and “Comparison of Montessori and Piaget”</i>
12		Joseph Chilton Pearce Video: Child & Family and discussion
13		Fundamental Needs of Humans: a Global Comparison <i>Reading: Peace Curriculum handbook</i>
14		A look into the Heritage and Diversity of the Student Population: United Nations Day Curriculum introduced. <i>Reading: United Nations Day handbook</i>
15		TAKE HOME ESSAY TEST Last Class. Reflective Paper Due.

MARIA MONTESSORI TEACHER TRAINING CENTER
Early Childhood - Primary Montessori Teacher Training

PHILOSOPHIES OF EDUCATION FOR PEACE

Course and Contact Information

Course Number: TED 829C

Semester Units: 3.0

Class Days/Time: 2 meetings a week, 4-7pm

Intended Audience: For those individuals seeking their Primary (ages 2.5-6) Montessori Credential, in order to work in the Primary Montessori Environment.

Course Description:

In this course, we enter into the study of Montessori's philosophy, which concentrates on the function of humankind within the framework of the evolution of life and the cosmos. The preparation of the child's imagination for the recognition of this great task is achieved by the use of creative, hands-on materials relating to the evolution of consciousness. Skills necessary for creating and maintaining positive relationships with peers and adults which foster social and emotional learning, including problem solving and arbitration techniques, are demonstrated through role play and practice. The students will compare and contrast Montessori's philosophy with other philosophers. Utilization of MMTTC's Peace Curriculum is also presented.

Student Learning Objectives:

Upon successful completion of this course:

1. Students will demonstrate competency in the study of Montessori's philosophy, concentrating on the function of humankind within the framework of evolution and the cosmos. [MACTE Competencies; 1a, 1c]
2. Student will have competency with the materials related to the evolution of consciousness included in the cultural subjects, as well as use of the peace table and education for peace curriculum. [MACTE Competencies; 1c, 2a, 2d]
3. Student will be proficient in peacemaking and peace-keeping skills, including problem solving and arbitration techniques with 2-6 year olds. [MACTE Competencies; 1c, 2c, 2g, 2h, 2i, 2j, 3a, 3b]
4. Student will be able to demonstrate peacemaking and peacekeeping skills through role play. [MACTE Competencies; 1c, 3a]
5. Student will be able to compare and contrast Montessori's philosophy with other philosophers. [MACTE Competencies; 1a]
6. In a clear and articulate written format, student will be able to adequately express their own ideas, as well as the ideas of theorists and scholars. [MACTE Competencies; 2d, 2h]

Texts:

1. The Phenomenon of Man by Teilhard de Chardin
2. The Great Work by Thomas Berry
3. To Educate the Human Potential by Maria Montessori
4. Education and Peace by Maria Montessori

5. Peace Curriculum Binder by Rebecca Keith
6. Handbook of articles (will be provided)

Videos:

1. “The Global Brain” by Peter Russell
2. “Survival: The Phenomenon of Man” by Pierre Teilhard de Chardin
3. “The Great Story”
4. “We Are Made of Stardust”
5. “Powers of the Universe” by Brian Swimme
6. “Body, Mind and Soul: Parts 1 & 2” by Deepak Chopra

Assignments:

The course will consist of a combination of lecture, class presentation and class discussion. This program is both intense and non-duplicate, therefore 90% attendance and punctuality are expected. Student participation is critical and an important way to enrich everyone’s learning. Students are encouraged to raise issues, discuss their own experiences, and ask questions at any time. All required written work should follow APA format whenever appropriate.

1. Curriculum Album

Students are required to submit a Curriculum Album in the area of Philosophies of Education for Peace. This album should include students’ graded 5 Philosophers Paper, as well as the articles and notes discussed in class. The final album, and the use of the album outline, should follow the guidelines stated in the ALBUM GUIDELINES and USE OF ALBUM OUTLINES policies. Please ask for a copy of these policies if needed.

2. 2 Essay Tests

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

3. Paper on Five Philosophers

Students will submit 5 written summaries of the work and ideas of five different philosophers, comparing and contrasting their ideas with those of Maria Montessori. Students are expected to research the life, work and ideas of their 5 chosen philosophers. Students will explain the historical context of each person and detail the impact of his/her work. Students will then compare and contrast, highlighting the similarities and differences, of this person’s work and ideas with Maria Montessori’s. Students are expected to properly source their work in APA format, and prepare a presentation of their findings and analysis to the class.

4. Class Participation

Students will complete weekly reading assignments and come to class prepared for discussion. Class discussion will take place both in the classroom and online. Students are not only required to offer their opinions and interpretations, but to also propose

thoughtful discussion questions for the class to address. Students are encouraged to offer perspectives from their own experiences in order to provide fruitful conversations.

5. 20 Observations

Observations are one hour each, to be done over the course of the two year training program, for a total of 20 hours. Credit for this assignment will be given when student is enrolled in the MMTTC Child, Family and Community course.

Observations should include:

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

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

- Observations 1 – 5: In five different environments, create a list of self-observations every 5 minutes. “I feel...”, “I feel...” – get in touch with how you feel and what you would do about what you are observing. How you feel interferes with your ability to interact appropriately with the children.

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

- Observations 6 – 10: In five different environments (could be the same as the previous observations but on different days), observe three different children of different ages – note what the child is doing every 5 minutes. Write what you are observing about the child and what you might do (same or different than what actually happened).

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

- Observations 11 – 15: In five different environments (could be the same as the previous observations but on different days), observe the teacher every 5 minutes and note how you feel about what he/she is doing. Write what you are observing about the teacher and what you might do (same or different than what actually happened).

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

- Observations 16 – 20: In five different environments (could be the same as the previous observations but on different days), observe the ambient environment – note your general observation/impression of the environment as a whole. Write what you are observing about the environment as a whole, any visible patterns or groupings of activity, any noticeable “vibes” from the children or adults, and what you might do (same or different than what actually happened).

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

6. Book of Quotations

A compilation of quotes, or “Book of Quotations”, is in lieu of creating book reports for all the required reading. For each courses’ required text(s), the student will need to find relevant Maria Montessori quotes (useful to the student and pertaining to the selection of topics listed below). The student is expected to type up the selected quotes and list the page number and book name. The aim of this exercise is to gain recall of Dr.

Montessori’s own words, so that you will be able to use them in the situations in which they may be needed.

Credit for this assignment will be given when student is enrolled in the MMTTC Child, Family and Community course. At the end of the students’ training, their quotes, along with the selected quotes of their peers, will be compiled and provided as a resource for a Montessori career.

Categories/Topics for Quotes:

- Movement
- Discipline
- Human Tendencies
- Philosophies
- Sensitive Periods
- Role of the Adult
- Miscellaneous

Week	Date	Topic
1		Orientation, Introduction to Montessori Philosophy; Video “The Global Brain” by Peter Russell <i>Reading: “Chapter 4 – Montessori Theory and Philosophy” and Maria Montessori essay</i>
2		Montessori Philosophy: Horme, Nebulae, Mneme, The Creative Unconscious, The Relationship of the Spiritual Embryo to the Cosmos <i>Reading: “The Physical Embryo, Psychic Embryo, and Spiritual Embryo”, “The Relationship of the Spiritual Embryo to the Cosmos” and “Spiritual Awakenings”</i>
3		Comparative Philosophies: How Montessori Relates to Others of Her Time; “Ologies” and “Isms” <i>Reading: “Nourishing the Spiritual Embryo: the Educational Vision of Maria Montessori”, “Chapter 1 - Education and the Evolution of the Cosmos”, “Philosophy of Montessori – How it Relates to Other Philosophies of her Time”, “Charts – Relationship of</i>

		<i>Philosophy to Educational Practice</i> , “ <i>Philosophical Perspectives in Education – Parts 1 & 2</i> ” and “ <i>Philosophy and Education – Foundations of Learning</i> ”
4		Pierre Teilhard de Chardin video “Survival: The Phenomenon of Man” and discussion
5		Montessori and Sri Aurobindo: Comparison of T. deChardin and S. Auribindo <i>Reading: Teilhard de Chardin – MediaWiki, Pierre Teilhard de Chardin handout, “Evolution of Mattter – Teilhard de Chardin”, “Human Phenomenon – Teilhard de Chardin”, “Sri Aurobindo – Prospects Quarterly Review of Comparative Education”, Montessori and Sri Aurobindo lecture, “Sri Aurobindo’s Doctrine”, “Sri Aurobindo – Evolution of Spirit”, “Sri Aurobindo’s Teaching and Method of Sadhana” and “Evolution of Consciousness – Teilhard and Sri Aurobindo Compared”</i>
6		Cosmic Education – Spiritual Needs of Man <i>Reading: Review <u>Peace Curriculum Binder</u> section on Spiritual Needs, “Fundamental Needs of Humans - Physical and Spiritual” and “Definition of Cosmic Education”</i>
7		The Physics Experiments, The Impressionistic Charts <i>Reading: Dr. Keith’s notes on The Physics Experiments and The Impressionistic Geography Charts</i>
8		“God Who Has No Hands”; “The Great Story” video and discussion, The Great Story Timeline <i>Reading: “A God with No Hands”, “A God Who Has No Hands, Parts 1 & 2” by Gebhardt Steele, “The Great Story Timeline”, “Misconceptions about the Big Bang” and “Cosmic Conundrum”</i>
9		The Story of the Universe, The Thousand Yard Model

		<i>Reading: “The Great Work of the New Millennium”, “The Thousand-Yard Model” and Dr. Keith’s notes on Philosophy</i>
10		Stardust Activities, “We are Made of Stardust” video and discussion. <i>Reading: We are Made of Stardust Activities and “We are Made of Stardust – New Periodic Table”</i> TAKE HOME ESSAY TEST.
11		Clock of Eras: Timeline of Life <i>Reading: “The Construction of the Human Compartment” and Dr, Keith’s notes on Introduction to Evolutionary History, Timeline of Evolution and Timeline of Man</i>
12		Brian Swimme “Powers of the Universe” video and discussion
13		Deepak Chopra “Body, Mind & Soul; Parts 1 & 2” video and discussion
14		Student Presentations of Philosophers Papers
15		Student Presentations of Philosophers Papers cont. TAKE HOME ESSAY TEST. Last Class. All Materials Due.

MARIA MONTESSORI TEACHER TRAINING CENTER
Early Childhood - Primary Montessori Teacher Training

CHILD DEVELOPMENT AND OBSERVATION
For the Montessori Educator

Course and Contact Information

Course Number: TED 828C

Semester Units: 3.0

Class Days/Time: 2 meetings a week, 4-7pm

Intended Audience: For those individuals seeking their Primary (ages 2.5-6) Montessori Credential, in order to work in the Primary Montessori Environment.

Course Description:

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

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, discussed and presented (assisted, in part, by the student's research and written reports on five educators/child psychologists).

Students will develop the ability to observe self and others, to observe, assess and act in a classroom setting in relationship with individual children, to better assess and evaluate children and understand when outside assistance and support are needed. In the observation course, group discussions about student observations and intern experiences are a key learning modality.

Student Learning Objectives:

Upon successful completion of this course:

1. Student will demonstrate competence in the area of child development. [MACTE Competencies; 1b]
2. Student will have developed an understanding of Montessori's perspective on child psychology. [MACTE Competencies; 1a, 1b]
3. Student will understand the ideas and perspectives of other child psychologists and early childhood educators. [MACTE Competencies; 1b]
4. Student will be able to present these theories and ideas to others. [MACTE Competencies; 2d]
5. Student will demonstrate competence in self-observation and observation of others. [MACTE Competencies; 2e, 3b]
6. In a clear and articulate written format, student will be able to adequately express their own ideas, as well as the ideas of theorists and scholars. [MACTE Competencies; 2d, 2h, 3d, 3e]

Texts:

1. Understanding the Human Being, by Sylvia Montanaro, M.D.
2. The Absorbent Mind (Clio Series)
3. The Formation of Man, by Maria Montessori
4. Handbook of Articles (will be provided)

Videos:

1. "The Miracle of Life" by NOVA (PBS)

Assignments:

The course will consist of a combination of lecture, class presentation and class discussion. This program is both intense and non-duplicate, therefore 90% attendance and punctuality are expected. Student participation is critical and an important way to enrich everyone's learning. Students are encouraged to raise issues, discuss their own experiences, and ask questions at any time. All required written work should follow APA format whenever appropriate.

1. Curriculum Album
Students are required to submit a Curriculum Album in the area of Child Development. This album should include students' graded 5 Psychologist/Educators Paper, as well as the articles and notes discussed in class. The final album, and the use of the album outline, should follow the guidelines stated in the ALBUM GUIDELINES and USE OF ALBUM OUTLINES policies. Please ask for a copy of these policies if needed.
2. 3 Essay Tests
The essay tests are conducted online: you will be given a topic, and you have up to 24 hours to complete the test and return it via e-mail. You may use your notes and handouts. The essay questions will be based on material covered in the readings, lectures, class discussions and/or presentations. The essay is expected to be several pages, with thorough, in-depth answers to the questions. If you prefer to be tested on site during the regularly scheduled class hours, please let us know.
3. Paper on Five Psychologists or Educators
Students will submit 5 written summaries of the work and ideas of five psychologists or educators, comparing and contrasting their ideas with those of Maria Montessori. Students are expected to research the life, work and ideas of their 5 chosen psychologists and educators. Students will explain the historical context of each person and detail the impact of his/her work. Students will then compare and contrast, highlighting the similarities and differences, of this person's work and ideas with Maria Montessori's. Students are expected to properly source their work in APA format, and prepare a presentation of their findings and analysis to the class.
4. Pre-Natal Development Chart
Students will submit a chart that includes prenatal and birth-to-six development (created from The Absorbent Mind book).
5. 3-6 Year Old Development Milestone Timeline

Students will submit a timeline of human growth and development.

6. Class Participation

Students will complete weekly reading assignments and come to class prepared for discussion. Class discussion will take place both in the classroom and online. Students are not only required to offer their opinions and interpretations, but to also propose thoughtful discussion questions for the class to address. Students are encouraged to offer perspectives from their own experiences in order to provide fruitful conversations.

7. 20 Observations

Observations are one hour each, to be done over the course of the two year training program, for a total of 20 hours. Credit for this assignment will be given when student is enrolled in the MMTTC Child, Family and Community course.

Observations should include:

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

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

- Observations 1 – 5: In five different environments, create a list of self-observations every 5 minutes. “I feel...”, “I feel...” – get in touch with how you feel and what you would do about what you are observing. How you feel interferes with your ability to interact appropriately with the children.

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

- Observations 6 – 10: In five different environments (could be the same as the previous observations but on different days), observe three different children of different ages – note what the child is doing every 5 minutes. Write what you are observing about the child and what you might do (same or different than what actually happened).

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

- Observations 11 – 15: In five different environments (could be the same as the previous observations but on different days), observe the teacher every 5 minutes and note how you feel about what he/she is doing. Write what you are observing about the teacher and what you might do (same or different than what actually happened).

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

- Observations 16 – 20: In five different environments (could be the same as the previous observations but on different days), observe the ambient environment – note your general observation/impression of the environment as a whole. Write what you are observing about the environment as a whole, any visible patterns or groupings of activity, any noticeable “vibes” from the children or adults, and what you might do (same or different than what actually happened).

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

8. Book of Quotations

A compilation of quotes, or “Book of Quotations”, is in lieu of creating book reports for all the required reading. For each courses’ required text(s), the student will need to find relevant Maria Montessori quotes (useful to the student and pertaining to the selection of topics listed below). The student is expected to type up the selected quotes and list the page number and book name. The aim of this exercise is to gain recall of Dr. Montessori’s own words, so that you will be able to use them in the situations in which they may be needed.

Credit for this assignment will be given when student is enrolled in the MMTTC Child, Family and Community course. At the end of the students’ training, their quotes, along with the selected quotes of their peers, will be compiled and provided as a resource for a Montessori career.

Categories/Topics for Quotes:

- Movement
- Discipline
- Human Tendencies
- Philosophies
- Sensitive Periods
- Role of the Adult
- Miscellaneous

Week	Date	Topic
1		Orientation, Introduction to Montessori Psychology and Child Development <i>Reading: “Maria Montessori” and “Montessori – A Learner Taught by Children”</i>
2		Prenatal Development & Birth to Three Development; The Development Chart; The Developmental Crisis <i>Reading: Understanding the Human Being lecture, “Definitions”, “Table 1.2 Overview of Patterns of Children’s Development”, “Differentiation in the Left and Right Hemispheres of the Brain”, “Reflex Grid”, “Newborn’s Reflexes”, “A New Life, A New Brain” by Eliot, The Normalized Child lecture and “Speech Sounds and Preschool Profile”</i>

3		Prenatal Development & Birth to Three Development; The Development Chart; The Developmental Crisis (cont.)
4		Miracle of Life video and discussion
5		The Timeline <i>Reading: Introduction to the Timeline lecture</i>
6		The Absorbent Mind/Imprinting of the Child in the Family <i>Reading: The Absorbent Mind lecture</i>
7		The Sensitive Periods <i>Reading: The Sensitive Periods lecture and chart</i>
8		TAKE HOME ESSAY TEST
9		Tendencies of Humans <i>Reading: Tendencies of Man & Aspects they take in the Child lecture</i>
10		The Four Planes of Development <i>Reading: "The Four Planes of Development" by Grizzini, Four Planes of Development charts – "The Bulb" and "The Constructive Rhythm", Four Planes of Development lecture and "The Four Planes of Development" by Hendron</i>
11		Movement and Intelligence: The Importance of Movement, Development of the Hand, Movement and Independence <i>Reading: Movement & the Young Child and Movement & Order lectures, Following the Hand" by Orion, "Development of Equilibrium" and "Development of the Hand"</i>
12		TAKE HOME ESSAY TEST
13		Presentation/Discussion of Psychologist/Educators

14		Observation/Recording; Observation Techniques; Observation Assessment Activity; Making the Match
15		TAKE HOME ESSAY TEST. Last Class. Album, Development Chart and Timeline are due, as well as hard and soft copies of the Five Psychologist/Educators Paper, if not already submitted.

MARIA MONTESSORI TEACHER TRAINING CENTER
Early Childhood - Primary Montessori Teacher Training

MONTESSORI CLASSROOM MANAGEMENT

Course and Contact Information

Course Number: TED 831C

Semester Units: 2.0

Class Days/Time: 2 meetings a week, 4-7pm

Intended Audience: For those individuals seeking their Primary (ages 2.5-6) Montessori Credential, in order to work in the Primary Montessori Environment.

Course Description:

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

Student Learning Objectives:

Upon successful completion of this course:

1. Student will have an understanding of techniques for behavior management. [MACTE Competencies; 2f, 2g, 2i]
2. Student will show competence in record keeping, communications with staff and meeting management. [MACTE Competencies; 2g, 3d, 3e, 3f]
3. Student will be able to articulate how to start a new classroom, set up a classroom, and set a daily schedule. [MACTE Competencies; 2c, 3a]
4. Student will understand California State Licensing requirements and regulations. [MACTE Competencies; 1c, 1d]
5. Student will have demonstrated experience and growth in parent communications, parent conferences and parent education meetings. [MACTE Competencies; 1d, 2d, 3d, 3e, 3f]
6. In a clear and articulate written format, student will be able to adequately express their own ideas, as well as the ideas of theorists and scholars. [MACTE Competencies; 2d, 2h, 3d, 3e, 3f]

Texts:

1. [From Childhood to Adolescence](#) by M. Montessori
2. Title 22, available on the internet at <http://www.cdss.ca.gov/ord/PG587.htm>
3. Handouts include articles, a sample curriculum plan for the year, Staff Guidelines and Handbook, Parent Handbook and Parent Conference Report (will be provided)

Assignments:

The course will consist of a combination of lecture, class presentation and class discussion. This program is both intense and non-duplicate, therefore 90% attendance and punctuality are expected. Student participation is critical and an important way to enrich everyone's learning.

Students are encouraged to raise issues, discuss their own experiences, and ask questions at any time. All required written work should follow APA format whenever appropriate.

1. Curriculum Album

Students are required to submit a Curriculum Album in the area of Classroom Management. This album should include students' sample curriculum plan for the year, staff guidelines, Title 22 information, notes from a Parent Information Lecture and a Parent Conference Report. The final album, and the use of the album outline, should follow the guidelines stated in the ALBUM GUIDELINES and USE OF ALBUM OUTLINES policies. Please ask for a copy of these policies if needed.

2. Observe 6 hours of Parent Conferences (outside of class time)

Students will attend 6 hours of Parent/Teacher conferences in a Montessori classroom setting. Student will submit the utilized conference report forms, as well as notes on their experience and reflection. Students will discuss their experience in class.

3. Observe a Parent Night Talk (1.5 hours outside of class time)

Students will attend at minimum 1.5 hours of a Parent Information Talk in a Montessori classroom setting. Student will submit any collected handouts on the presented topic, as well as notes on their experience and reflection. Students will prepare an oral presentation to the class summarizing their Parent Night Talk.

4. Class Participation

Students will complete weekly reading assignments and come to class prepared for discussion. Class discussion will take place both in the classroom and online. Students are not only required to offer their opinions and interpretations, but to also propose thoughtful discussion questions for the class to address. Students are encouraged to offer perspectives from their own experiences in order to provide fruitful conversations.

5. 20 Observations

Observations are one hour each, to be done over the course of the two year training program, for a total of 20 hours. Credit for this assignment will be given when student is enrolled in the MMTTC Child, Family and Community course.

Observations should include:

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

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

- Observations 1 – 5: In five different environments, create a list of self-observations every 5 minutes. “I feel...”, “I feel...” – get in touch with how you feel and what you would do about what you are observing. How you feel interferes with your ability to interact appropriately with the children.

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

- Observations 6 – 10: In five different environments (could be the same as the previous observations but on different days), observe three different children of different ages – note what the child is doing every 5 minutes. Write what you are observing about the child and what you might do (same or different than what actually happened).

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

- Observations 11 – 15: In five different environments (could be the same as the previous observations but on different days), observe the teacher every 5 minutes and note how you feel about what he/she is doing. Write what you are observing about the teacher and what you might do (same or different than what actually happened).

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

- Observations 16 – 20: In five different environments (could be the same as the previous observations but on different days), observe the ambient environment – note your general observation/impression of the environment as a whole. Write what you are observing about the environment as a whole, any visible patterns or groupings of activity, any noticeable “vibes” from the children or adults, and what you might do (same or different than what actually happened).

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

6. Book of Quotations

A compilation of quotes, or “Book of Quotations”, is in lieu of creating book reports for all the required reading. For each courses’ required text(s), the student will need to find relevant Maria Montessori quotes (useful to the student and pertaining to the selection of topics listed below). The student is expected to type up the selected quotes and list the page number and book name. The aim of this exercise is to gain recall of Dr. Montessori’s own words, so that you will be able to use them in the situations in which they may be needed.

Credit for this assignment will be given when student is enrolled in the MMTTC Child, Family and Community course. At the end of the students’ training, their quotes, along with the selected quotes of their peers, will be compiled and provided as a resource for a Montessori career.

Categories/Topics for Quotes:

- Movement
- Discipline
- Human Tendencies
- Philosophies
- Sensitive Periods
- Role of the Adult
- Miscellaneous

Week	Date	Topic
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1		Introduction to Classroom Management
2		The Prepared Environment: How to Start a New Classroom: The Ideal Situation, How to take over an existing classroom as a new head teacher, Co-teaching vs Head Teacher/Assistant
3		Maintaining Order in the Classroom. Review of Positive Discipline. <i>Reading: "Positive Discipline in the Classroom" Teacher's Guide</i>
4		Supervised group work time – no lecture
5		Intra & Inter-classroom Communications, Record Keeping, Parent Communications, Classroom Meetings, Communication and Compromise <i>Reading: "How to take over an Existing Classroom" and "Intra-Classroom Communication" lectures</i>
6		Supervised group work time – no lecture
7		Behavior Management: The Peace Curriculum (or Peace Ambassador Guest Speaker) <i>Reading: "Education for Peace", "Key Facts About Nonviolent Communication" and "Peace Making and Peace Keeping in the Montessori Classroom"</i>
8		Title 22: State of California Rules & Regulations, mandated reporting, child abuse; Resources
9		Create Your Ideal Classroom – share projects <i>Reading: "The Ideal Situation/Classroom"</i>
10		Supervised group work time – no lecture
11		Presentations of Parent Night Talks
12		Presentations of Parent Night Talks
13		Discussion Sessions: Discussion of 20 Observations
14		Discussion Sessions: Discussion of 20 Observations

15		Last Class All Materials Due.
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PRIMARY INTERNSHIP/PRACTICUM PHASE

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

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

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

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

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

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

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

MARIA MONTESSORI TEACHER TRAINING CENTER
Early Childhood - Primary Montessori Teacher Training

BASIC STUDENT TEACHING PRACTICUM

Course and Contact Information

Class Days/Time: Mon-Fri, 9am-12pm

Clock Hours: 186 (6 in class with instructor, min 180 supv field experience)

Intended Audience: For those individuals seeking their Primary (ages 2.5-6) Montessori Credential, in order to work in the Primary Montessori Environment.

Course Description:

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

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

Student Learning Objectives:

1. Students shall become competent in the workings and teachings of the Montessori classroom. [MACTE Competencies; 3c]
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. [MACTE Competencies; 2b, 2c, 3c]
3. They shall be able to prepare the environment, guide lessons and maintain accurate record keeping of their work. [MACTE Competencies; 2c, 3a, 3b, 3c, 3f]
4. They shall appropriately match child and material based on age and stage of development. [MACTE Competencies; 2b, 3a, 3b, 3c]
5. They shall explain the purpose and rationale of each material to others, and why they are included in an environment for 2-6 year olds. [MACTE Competencies; 2d, 2f, 2j, 3d, 3e]
6. They shall observe communications and meetings with parents. [MACTE Competencies; 3b, 3d, 3e]
7. They shall observe communications and meetings among staff. [MACTE Competencies; 3b, 3d, 3e]
8. They shall perform self-observations, discussing their experiences with supervisory instructors, as well as in their daily personal journal. [MACTE Competencies; 2e, 2h, 3f]

Practicum Completion Requirements:

1. Attendance & punctuality as recorded by the Hours Tracking form: 10 excused absences are permitted in the academic year
2. Follow directions of supervising teacher
3. Utilization of Classroom Checklist form to ensure practice and mastery in each area of classroom

4. Attend Intern Orientation meeting and 1 Mandatory Intern Meeting held approximately in November.
5. Attend specific parent/teacher conferences as recommended by your master teacher (30-45 mins each).
6. Have formal observation time with supervising teacher in November.
7. Keep regular meetings and discussions with supervising teacher for learning and growth
8. Perform self-observations throughout the school year and turn in recordings of these observations in November, February and May
9. Keep a journal
10. Demonstrate clear communication skills and ability to receive constructive criticism
11. Choose at least 3 methods of record keeping to practice over the course of the year. Discuss with Master Teacher and in Intern Supervisory meeting.
12. Identify (with your Master Teacher) a child with challenges in behavior. Observe and track the child's behavior and subsequent teacher intervention during the school year. Journal your feelings/responses. Discuss with Master Teacher and in Intern Supervisory meeting.

Meeting Dates:

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

Texts/Materials:

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

Grading

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

(E) indicates **exceptional** progress

(N) indicates **normal** progress

(A) indicates **additional work required** in this area*

(U) indicates **unacceptable progress** in this area*

(/) indicates no activity in the area at this time

MARIA MONTESSORI TEACHER TRAINING CENTER
Early Childhood - Primary Montessori Teacher Training

INTERMEDIATE STUDENT TEACHING PRACTICUM

Course and Contact Information

Class Days/Time: Mon-Fri, 9am-12pm

Clock Hours: 183 (3 in class with instructor, min 180 supv field experience)

Intended Audience: For those individuals seeking their Primary (ages 2.5-6) Montessori Credential, in order to work in the Primary Montessori Environment.

Course Description:

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

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

Student Learning Objectives:

1. Students shall become competent in the workings and teachings of the Montessori classroom. [MACTE Competencies; 3c]
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. [MACTE Competencies; 2b, 2c, 3c]
3. They shall gain experience in preparing the environment, guiding lessons and maintaining accurate record keeping of their work. [MACTE Competencies; 2c, 3a, 3b, 3c, 3f]
4. They shall appropriately match child and material based on age and stage of development. [MACTE Competencies; 2b, 3a, 3b, 3c]
5. They shall explain the purpose and rationale of each material to others, and why they are included in an environment for 2-6 year olds. [MACTE Competencies; 2d, 2f, 2j, 3d, 3e]
6. They shall gain experience in observing, assessing and documenting an identified student exhibiting challenges with behavior. [MACTE Competencies; 2g, 2i]
7. They shall observe communications and meetings with parents. [MACTE Competencies; 3b, 3d, 3e]
8. They shall observe communications and meetings among staff. [MACTE Competencies; 3b, 3d, 3e]
9. They shall perform self-observations, discussing their experiences with supervisory instructors, as well as in their daily personal journal. [MACTE Competencies; 2e, 2h, 3f]

Practicum Completion Requirements:

1. Attendance & punctuality as recorded by the Hours Tracking form: 10 excused absences are permitted in the academic year
2. Follow directions of supervising teacher

3. Utilization of Classroom Checklist form to ensure practice and mastery in each area of classroom
4. Attend 1 mandatory Intern Meeting held approximately in February.
5. Have formal observation time with supervising teacher in February.
6. Keep regular meetings and discussions with supervising teacher for learning and growth
7. Perform self-observations throughout the school year and turn in recordings of these observations in November, February and May
8. Keep a journal
9. Demonstrate clear communication skills and ability to receive constructive criticism
10. Continue tracking child with challenges in behavior identified with Master Teacher. Journal your feelings/responses. Discuss with Master Teacher and in Intern Supervisory meeting.
11. Continue experimenting with recordkeeping methods. Discuss with Master Teacher and in Intern Supervisory meeting.

Meeting Dates:

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

Texts/Materials:

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

Grading:

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

(E) indicates **exceptional** progress

(N) indicates **normal** progress

(A) indicates **additional work required** in this area*

(U) indicates **unacceptable progress** in this area*

(/) indicates no activity in the area at this time

MARIA MONTESSORI TEACHER TRAINING CENTER
Early Childhood - Primary Montessori Teacher Training

ADVANCED STUDENT TEACHING PRACTICUM

Course and Contact Information

Class Days/Time: Mon-Fri, 9am-12pm

Clock Hours: 183 (3 in class with instructor, min 180 supv field experience)

Intended Audience: For those individuals seeking their Primary (ages 2.5-6) Montessori Credential, in order to work in the Primary Montessori Environment.

Course Description:

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

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

Student Learning Objectives:

1. Students shall become competent in the workings and teachings of the Montessori classroom. [MACTE Competencies; 3c]
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. [MACTE Competencies; 2b, 2c, 3c]
3. They shall exhibit mastery of preparing the environment, guiding lessons and maintaining accurate record keeping of their work. [MACTE Competencies; 2c, 3a, 3b, 3c, 3f]
4. They shall appropriately match child and material based on age and stage of development. [MACTE Competencies; 2b, 3a, 3b, 3c]
5. They shall explain the purpose and rationale of each material to others, and why they are included in an environment for 2-6 year olds. [MACTE Competencies; 2d, 2f, 2j, 3d, 3e]
6. They shall observe communications and meetings with parents. [MACTE Competencies; 3b, 3d, 3e]
7. They shall observe communications and meetings among staff. [MACTE Competencies; 3b, 3d, 3e]
8. They shall perform self-observations, discussing their experiences with supervisory instructors, as well as in their daily personal journal. [MACTE Competencies; 2e, 2h, 3f]
9. They shall gain experiences in methodologies of record keeping. [MACTE Competencies; 2g]

Practicum Completion Requirements:

1. Attendance & punctuality as recorded by the Hours Tracking form: 10 excused absences are permitted in the academic year
2. Follow directions of supervising teacher
3. Utilization of Classroom Checklist form to ensure practice and mastery in each area of classroom

4. Attend 1 mandatory Intern Meeting held approximately in April.
5. Attend parent conferences as specified by Master Teacher.
6. Have formal observation time with supervising teacher in April
7. Have field observation by intern supervisor in April or May.
8. Keep regular meetings and discussions with supervising teacher for learning and growth
9. Perform self-observations throughout the school year and turn in recordings of these observations in November, February and May
10. Keep a journal
11. Demonstrate clear communication skills and ability to receive constructive criticism
12. Continue tracking child with challenges in behavior identified with Master Teacher. Journal your feelings/responses. Discuss with Master Teacher and in Intern Supervisory meeting.
13. Identify recordkeeping method that works best for you. Discuss with Master Teacher and in Intern Supervisory meeting.

Meeting Dates:

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

Texts/Materials:

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

Grading:

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

(E) indicates **exceptional** progress

(N) indicates **normal** progress

(A) indicates **additional work required** in this area*

(U) indicates **unacceptable progress** in this area*

(/) indicates no activity in the area at this time

MACTE COMPETENCIES

Upon completion of the entire course, MMTTC graduates should have an understanding of the following, as it relates to the Early Childhood (ages 2.5 – 6) course level:

1. Content Knowledge – Understands the theory and content regarding:

- 1a. Montessori Philosophy
- 1b. Human Growth and Development
- 1c. Subject matter for the EC level not to exclude:
 - Level specific subject matter in practical life, sensorial, mathematics, language, science, physical geography, cultural studies, physical education, music and arts education
 - Cosmic education
 - Peace education
 - The arts
 - Fine and gross motor skills
- 1d. Community resources for learning

2. Pedagogical Knowledge – Understands the teacher methods and materials used regarding:

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

3. Practice – Can demonstrate and implement within the classroom:

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

STANDARDS FOR COMPLETION - PRIMARY

1. Students are required to attend a minimum of 90% of the total clock hours. All lectures/presentations are vital, therefore any absences must be made up through private tutoring arranged with the instructor, or attending the lecture/presentation the next time it is offered.
2. During practice sessions, students must practice presenting every material in each curriculum area (Practical Life, Sensorial, Cultural Subjects, Language Development and Mathematics), until they are able to present them competently.

3. Students will be required to present materials to the group at large twice during the study of each curriculum area at Evaluation Circles, as well as demonstrate the ability to verbally explain the rationale of the materials and an understanding of the area of study. These presentations will be evaluated by the faculty.
4. Illustrated Curriculum Manuals must be completed for each subject area mentioned above, as well as Manuals for Psychology, Philosophy and Classroom Management. These Manuals must be submitted for evaluation and corrected if necessary.
5. Teacher-made materials are required for the Cultural Subjects, Language Development and Mathematics portion of the course. These include, but are not limited to:
 - a. Land and Water Form pans and cards
 - b. Peoples of the World Prototypes
 - c. Fundamental Needs of Humans Chart & Card Collection
 - d. Music Clapping Charts
 - e. Art Card Collection
 - f. Leaf Collection Cards
 - g. Classified Cards for Parts of the Plant
 - h. Classified Cards for Parts of the Root
 - i. Classified Cards for Parts of the Leaf
 - j. Classified Cards for Parts of the Flower
 - k. Classified Cards for Parts of the Fish
 - l. Classified Cards for Parts of the Amphibian
 - m. Classified Cards for Parts of the Reptile
 - n. Classified Cards for Parts of the Bird
 - o. Classified Cards for Parts of the Mammal
 - p. Object Box
 - q. Article Box
 - r. Preposition/Conjunction Vase of Flowers
 - s. Logical Adjective Game
 - t. Verb Cards and Verb Command Cards
 - u. Logical Adverb Game
 - v. Reading Practice Materials
 - w. Classified Language Pictures (basic, 3 part cards)
 - x. Fraction Charts: Fraction Families, Equivalents to $\frac{1}{2}$, Equivalents to $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$
 - y. Parallel Exercise Chart
6. Three written examinations during the Psychology and Philosophy portions of the course must be completed successfully.
7. Students must make a Developmental Chart and a Timeline
8. Research papers on five educator/child psychologists and five philosophers are required.
9. Twenty hour-long classroom observations must be documented and discussed.
10. Book of Quotations for all required reading.
11. Students must create their own State of CA Title 22 binder, as well as create their ideal classroom floor plan and a parent night lecture.
12. Students must attend a minimum of 6 hours of OWM student parent/teacher conference.
13. A ten-month long supervised internship in an approved classroom, working at least five mornings a week is required. Interns will be evaluated three times, at least twice by their supervising teacher and at least once by a field supervisor.

GRADING

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

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

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

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

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

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

CIRCLE EXAM – TESTING POLICY

Students will participate in Circle Exams during the Montessori curriculum courses. In these exams, students are required to present materials to the class in a role-play type setting. They are expected to properly present the materials to a child as they have learned from lecture and materials practice. Students should also be able to demonstrate the ability to verbally explain the rationale of the materials and have an understanding of the area of study. These presentations will be evaluated by the instructor, as well as by peer review.

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

PLAGIARISM

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

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

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

ADMISSION PROCEDURE

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

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

ARTICULATION OR CREDIT TRANSFER AGREEMENT

The MMTTC does not have an articulation or transfer agreement with any other college or university in order to accept credits earned at other institutions or through examinations and achievement tests. MMTTC will not award credit for any other prior experiential learning or achievements. Credit for prior practicum phase work will not be accepted unless the adult learner is transferring directly from a MACTE accredited training program at the Primary level with no time gap in the training.

INTERNATIONAL STUDENTS

The MMTTC does accept students from other countries, provided they will reside in the United States for the duration of their training. Unfortunately, the MMTTC is not able to issue F1, H1B or I20 visas for international students. The MMTTC is also unable to vouch for student status.

ENROLLMENT DEADLINES

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

MMTTC TUITION AND RELATED COSTS

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

ITEMIZATION & TOTAL TUITION FEES

Application Fee	\$ <u>50.00</u>	Non-Refundable
Books	\$ <u>400.00</u>	Textbook prices fluctuate depending on recent book editions and pricing changes by publishers.
Materials, Supplies & Workshops	\$ <u>150.00</u>	Approximate
MACTE Student Fee	\$ <u>166.00</u>	Non-Refundable
Student Tuition Recovery Fund Fee	\$ <u>0.00</u>	Non-Refundable (\$0.00 for every \$1,000 rounded to the nearest \$1,000)
Practicum Fee	\$ <u>400.00</u>	Non-Refundable
Tuition (2-year program)	\$ <u>4,000.00</u>	Prorated upon withdrawal. Refer to refund policy provision within this Course Catalog.

ESTIMATED DUE FOR THE ENTIRE PROGRAM \$ 5,166.00 *

TOTAL CHARGES FOR CURRENT PERIOD OF ATTENDANCE (first year) \$ 2,491.00

CHARGES DUE UPON ENROLLMENT (at minimum) \$ 250.00

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

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

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

- One installment of \$2000, due on or before September 4, 2019.

- ❑ Two installments of \$1000, the first due on or before September 4, 2019, and the second due on or before February 4, 2020.
- ❑ Three installments of \$666.67, due on or before September 4, 2019, December 4, 2019, and March 4, 2020.
- ❑ Ten consecutive monthly installments of \$200. Your first monthly payment will be due on September 4, 2019. Thereafter, each monthly payment will be due on the same day of the month as your first monthly payment.

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

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

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

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

OPTIONAL ADDITIONAL COSTS

CSUEB Credit (\$134 per unit for 23 semester units)	\$3,082.00
(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 semester. This is optional.	

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

STUDENT'S RIGHT TO CANCEL

1. You have the right to cancel your agreement for a program of instruction, without any penalty or obligations, through attendance at the first class session or the seventh calendar day after enrollment, whichever is later. After the end of the cancellation period, you also have the right to stop school at any time; and you have the right to receive a pro rata refund if you have completed 60 percent or less of the scheduled days in the current payment period in your program through the last day of attendance.
2. Cancellation may occur when the student provides a written notice of cancellation at the following address: MARIA MONTESSORI TEACHER TRAINING CENTER 1170 FOXWORTHY AVENUE SAN JOSE, CA 95118. This can be done by mail or by hand delivery.
3. The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with proper postage.
4. The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement.
5. If the Enrollment Agreement is cancelled the school will refund the student any money he/she paid, less a registration or administration fee not to exceed \$250.00, and less any deduction for equipment not returned in good condition, within 45 days after the notice of cancellation is received.

A refund of all fees will be made if the program is discontinued, or the specific segment is cancelled or postponed. A refund of all fees will also be made if the student enrolled because of any misrepresentation in advertising, promotional materials provided by MMTTC, or misrepresentation of the program provided by MMTTC faculty members or other official representatives. Refunds will be paid by check, within 30 days of the date of cancellation or discontinuation of the program.

WITHDRAWAL FROM THE PROGRAM

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

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

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

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

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

REFUND POLICY

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

Refunds are calculated by:

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

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

MACTE FEE

The Montessori Accreditation Council for Teacher Education (MACTE) requires the MMTTC to submit a list of enrolled students within six weeks of each new course year (September/October). The Adult Learner fees are currently \$166 per student, but are subject to change at any time. The

student is responsible for this fee, and it will appear on your billing statement. For more information about MACTE, please visit www.MACTE.org.

PRACTICUM FEE

Tuition does not include charges for the Supervised Field Experience year, or Internship. The Practicum Fee covers the costs for this year which include 3 Mandatory Intern Meetings at the MMTTC campus and 3 Field Observation visits at student's practicum school site. The Practicum Fee is non-refundable and due on the first day of the student's Internship placement.

STUDENT TUITION RECOVERY FUND PAYMENT

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

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

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency programs attending certain schools regulated by the Bureau for Private Postsecondary and Vocational Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

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

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

SCHOLARSHIP

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

FINANCIAL AID

MMTTC does not provide financial aid to students at this time; neither does the MMTTC participate in any federal or state financial aid programs. Should a student obtain a student loan to pay for this educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If the student has received federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal student financial aid program funds.

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

ATTENDANCE/MAKE-UP POLICY

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

LATE MATERIALS POLICY

Materials are required to be submitted on time. Course Albums are due on the last day of class or will otherwise be marked incomplete. If an album is turned in after this time, it is considered late. At the discretion of the instructor, a student may be given a two week grace period after the last day of class to submit their album. If an album is turned in after this time, it is considered late and subject to MMTTC's Late Submission Regulations in order to be credited towards course completion.

Essay tests and assigned papers are due 24 hours after they are assigned. At the discretion of the instructor, and with advance notice from the student, a 1 day grace period may be given for the submission of the essay test. If an essay test is turned in late, student will receive a full letter grade deduction for each day that it is late.

Montessori Materials must be submitted for correction as a complete materials package. The MMTTC will not accept materials for correction one at a time. Materials are to be submitted during a “Correcting Party”. The date for the “Correcting Party” will be announced. There is no charge to participate in a “Correcting Party”. On the “Correcting Party” date, students bring their materials as a complete materials package and they are reviewed by a MMTTC instructor at that time. Materials do not leave the possession of the student. If the student cannot attend a “Correcting Party”, they are welcome to bring their materials to the next “Correcting Party” and submit them on that date. Student should be forewarned that this may delay program completion and the awarding of their Primary Montessori Certificate of Completion.

Late Submission Regulations

If a student is not prepared to submit a Course Album at the conclusion of their course, a written explanation must be submitted to the teacher, along with an outlined timeline for submission of the required materials. Late album submissions must include a MMTTC Late Album Form to be filled out by the student and submitted for correction along with a \$50 Album Review Fee.

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

If a student is unable to attend a scheduled “Correcting Party” for submission of Montessori Materials and he/she wants to finish the program and receive their Certification before the next “Correcting Party”, they will need to pay a \$50 Material Review Fee and set up an individual appointment for correction with an approved instructor. They must bring all required materials together as a complete package for review on their appointment date.

In summary, if a student has taken a course but neglected to turn in the required materials at the required times, they will be allowed to turn in the materials, but they will need to pay an Album Review Fee of \$50 per album, plus \$25 per re-correction if required, as well as a Material Review fee of \$50, so the MMTTC may arrange for a teacher to properly grade and assess the materials submitted. Extenuating circumstances that prevent the student from completing the program or the required materials must be brought to the attention of the Co-Director and addressed.

MACTE REQUIREMENTS FOR COURSE COMPLETION

The MACTE Guide to Accreditation, section I.1. Adult Learner Registration and Graduation Procedures states; “Adult learners have three years to complete their practicum and course work after the conclusion of their academic course cycle.”

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

CALIFORNIA LICENSURE REQUIREMENTS

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

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

SPONSORSHIP

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

NON-DISCRIMINATION POLICY

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

SCHOOL AND STUDENT RECORDS

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

ACCESS TO RECORDS

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

CONFIDENTIALITY & PRIVACY PRACTICES

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

VIDEOTAPING POLICY

The MMTTC has a video library containing many of the materials presentations that students will be instructed in. For any material presentation video that MMTTC possesses, students will be prohibited for conducting his/her own videotaping of that presentation. The MMTTC video will be provided to the student as requested or needed. If the MMTTC does not have a material presentation video the student desires, he/she may videotape in class with the consent of the instructor. Videos should be focused on the hands of the instructor doing the presenting and avoid faces and names when possible. Any video students view, borrow or take should be used for his or her own private use and should not be posted on the web/online for any reason. Videotaping set up should be done before class and be non-disruptive to the flow of instruction. Audio recording may be allowed with the permission of the instructor.

RIGHT TO WITHHOLD TRANSCRIPTS AND GRADES FOR NONPAYMENT OF TUITION

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

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

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

Please note: The MMTTC has a long standing relationship with the California State University, East Bay (CSUEB) Extended and Continuing Education Program to earn college credit units for the MMTTC Primary Montessori coursework through the Teacher Education Department of CSUEB. Enrollment in the CSEUB Extension units is optional and students must register and pay for these units separately from their MMTTC tuition and fees.

The entire MMTTC program coursework totals 23.0 CSUEB Extension semester units. Seven MMTTC classes are 3.0 semester unit classes. One MMTTC class is a 2.0 semester unit class. Students may register for all courses taken, or only ones of their choosing. As stated above, it is

the student's responsibility to understand the transferrability of the CSUEB Extension units they may receive. Transferrability of credits is at the complete discretion of an institution to which you may seek to transfer. Prior to pursuing this enrollment, you should make certain that receiving these units will meet your educational goals.

CSUEB units cost \$134/per unit, or \$402 per 3.0 semester unit class, or \$268 per 2.0 semester unit class. The grand total for all units available through the MMTTC program is \$3,082. This may be changed by CSUEB with no notice. This fee is collected from each interested student by the MMTTC Course Administrator and sent to CSUEB during the enrollment process offered in each semester of study. Acceptable forms of payment is personal check (payable to CSUEB). Once a student's registration and payment are processed by CSUEB, no refunds are given for withdrawal requests. Residency fees do not apply. For more information, contact the MMTTC Course Administrator and/or visit www.ce.csueastbay.edu.

ENGLISH AS A SECOND LANGUAGE (ESL)

The MMTTC does not offer English-as-a-Second Language instruction, nor does it offer courses in any language other than English. Students must have the ability to read and write English at the level of a graduate of an American high school as demonstrated by the possession of a high school diploma, GED or passage of the California high school proficiency exam.

HOUSING INFORMATION

The MMTTC does not have its own dormitory facilities at either the San Jose or Santa Rosa location. The MMTTC holds no responsibility to find housing for a student or assist a student in securing housing. Finding a place of residence in order to attend this Primary Training Program is the full responsibility of the student. Both MMTTC facilities are located adjacent to residential neighborhoods. As of February 2019, the average apartment rent within 10 miles of San Jose, CA is \$3,029. The average apartment rent within 10 miles of Santa Rosa, CA is \$2,164.

CERTIFICATE OF COMPLETION

The MMTTC offers undergraduate level courses and awards a Certificate of Completion at the Primary Montessori level (ages 2 ½ - 6) upon completion. A Certificate of Completion is conferred by MMTTC, and approved by MACTE, upon the successful completion of the academic and internship phases and all the course components. 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. The MMTTC offers 23.0 semester units for the academic courses and students have the option to enroll with CSU East Bay to convert these units to transferable undergraduate level units. [see NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION section for details.]

ADDITIONAL COPIES OF CERTIFICATES AND TRANSCRIPTS

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

RECORDS SEARCH

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

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

EXTENDED ENROLLMENT POLICY AND FEES

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

CSUEB GRADES - TIME EXTENSIONS

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

LEAVE OF ABSENCE

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

PLACEMENT ASSISTANCE

Although some placement assistance to graduates is offered, there is no guarantee made to the student. Some schools contact MMTTC when they are in need of teachers or assistants. When that occurs, MMTTC posts such notices on their web site. NAMTA also issues notices of job openings, and these notices are available on NAMTA's web site at www.namta.org. Graduates

make their own arrangements for employment. MMTTC cannot guarantee employment, salary or occupational advancement.

DISMISSAL

The Co-Director of Training is responsible for making the decision to dismiss a student.

Students may be dismissed for the following reasons:

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

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

PUBLICATIONS

The MMTTC has several materials available for purchase:

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

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

STUDENT RIGHTS – PROGRAM RESPONSIBILITIES

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

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

13. Offer course work that is comparable to its catalog description.
14. Embrace the principle of academic honesty.
15. Publish causes for dismissal in clear and specific form and to dismiss a student only for due cause and after due process.

PROGRAM RIGHTS – STUDENT RESPONSIBILITIES

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

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

STUDENT ARBITRATION PROCEDURES

Arbitration Procedures are developed to arbitrate significant complaints or grievances by students, faculty or practicum consultants. They will be used to decide on a course of action in response to a grievance, which shall be binding on all parties.

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

Should a student or individual bring a grievance through an internal process, the process shall be arbitrated by an arbitration committee composed of the director of the program, one faculty member, one student and one "stand-by" faculty member, who will take the place of any faculty member on the committee against whom the grievance is brought. In the event that the student member is bringing a grievance, an alternate student will be elected by the remaining students to act in his/her stead. No solution can be arrived at which is in conflict with the Pan American Montessori Society requirements for training programs, internship sites, etc.

AREAS OF GRIEVANCE

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

1. Incomplete or seriously deficient training during the training program.

2. Failure of the program to meet MMTTC requirements during field experience.
3. Failure to meet financial obligations.

GREIVANCE PROCEDURES BEGINNING WITH AN INTERNAL PROCESS

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

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

PAMS

Teresa Turner, President
 840 Ernest W Barrett Pkwy NW
 Kennesaw, GA 30160
Teresa@montessori-pams.org

MACTE Commission National Office

Rebecca Pelton, Executive Director
 420 Park Street
 Charlottesville, VA 22902
Rebecca@MACTE.org

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

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 offers materials workshops outside of class time. The purpose of the workshop is to offer the student a chance to produce the required materials under the supervision of an approved MMTTC teacher trainer. For more information about workshops, or to ask for one to be scheduled, please contact the Course Administrator.

HEALTH SERVICES REFERRALS

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

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

MARIA MONTESSORI TEACHER TRAINING CENTER
2019-2020 Calendar for Primary - South Bay

September 2019						
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					

9/4 – 10/30: Child Development & Observation

2/17 – 2/21: No Class, President's Days Observed

9/4: Orientation

9/20: International Peace Day

9/30: ESSAY TEST

INTERN MEETING THIS MONTH – TBD

February 2020						
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

October 2019						
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		

10/14: ESSAY TEST

10/18: OWM UN Day Celebration

10/21: No Class, Parent/Teacher Conferences

10/28: ESSAY TEST

10/30: LAST CLASS, ALL MATERIALS DUE

3/11: ESSAY TEST

3/16: Rebecca's Birthday ☺

3/30: ESSAY TEST

March 2020						
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				

November 2019						
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

11/4 – 1/22: Child, Family & Community

11/11 – 11/15: No Class, Parent/Teacher Conferences

11/20: ESSAY TEST

11/25 – 11/29: No Class, Thanksgiving Break

4/1: LAST CLASS, ALL MATERIALS DUE

4/6 – 6/3: Montessori Classroom Management

4/13 – 4/17: No Class, Spring Break

April 2020						
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		

December 2019						
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				

12/18: ESSAY TEST

12/23 – 12/31: No Class, Winter Break

5/6-5/8: No Class, OWM Parent/Teacher Conferences

5/18 & 5/20: PRESENTATIONS

5/25: No Class, Memorial Day

INTERN MEETING THIS MONTH – TBD

May 2020						
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						

January 2020						
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	

1/1-1/3: No Class, Winter Break

1/20: No Class, MLK Jr. B-Day Observed

1/22: ESSAY TEST, LAST CLASS, ALL MATERIALS DUE

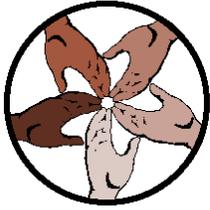
1/27 – 4/1: Philosophies of Education for Peace

6/3: LAST CLASS, ALL MATERIALS DUE

6/8 & 6/10: Extra class time reserved for make-up time.

June 2020						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Classes are held Mondays and Wednesdays from 4PM to 7PM. Class schedule is subject to change.



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

Date: _____

Name: _____

I have received and read the 2020-2021 MMTTC Course Catalog and Student Handbook, and I agree to abide by the rules contained therein.

Signed:

Please sign and return to the Course Administrator