

# MARIA MONTESSORI TEACHER TRAINING CENTER



## COURSE CATALOG & STUDENT HANDBOOK

September 2012 – August 2013

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

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

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

In 2003, Sister Christina Trudeau, a Montessori "living legacy," agreed to assist the program in its transition from San Francisco to the two new locations. She brings over 35 years of teaching and teacher training experience and has traveled the world in the service of Montessori.

The main office of MMTTC is at One World Montessori School. The Brush Creek site is an additional location. Courses are taught simultaneously at both locations, but on different schedules.

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

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

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

### **MISSION STATEMENT**

The mission of the M.M.T.T.C. N.B. and S.B. is to offer high quality teacher education courses that provide an in-depth study of Montessori's concepts and philosophy of education, her unique psychological insights into the child and the ways in which they can be effectively implemented in the classroom.

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

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

### **FACULTY**

South Bay Location: Rebecca Keith– Director. Lola Ross, Hema Srinivasan, Lucille Satana– Faculty. Sister Christina Trudeau – Intern Supervisor. North Bay Location: Susan Cohn – Director.

### **QUALIFICATIONS**

As an active classroom teacher, Rebecca Keith brings over 30 years of experience to the Maria Montessori Teacher Training Center. Rebecca has been training teachers through the MMTTC since 1981. She also founded and has been administrating her own school, One World Montessori School, Inc., since 1979. One World Montessori is privileged to benefit from the many unique curricula created by Ms. Keith, including Peace Education, a United Nations Day Celebration and an Earth Day Celebration. She also co-founded the Montessori Phoenix Projects, which brings free Montessori training and materials to some of the most impoverished regions of the world. Ms. Keith is a sought-after speaker and guest lecturer, and has spoken at such prestigious institutions as the University of California at Berkeley, Stanford University and Cornell University. Rebecca has a B.A. in Human and Community Services and a Master's Degree in Educational Leadership from St. Mary's College of California. She is currently pursuing her Ph.D in Educational Leadership. Rebecca holds Montessori Certification for Primary and Lower Elementary levels.

Sister Christina Trudeau, a renowned AMS Director of Training and "Living Legacy" of Montessori, serves as Guest Lecturer and Intern Supervisor. As a close friend of Ursula Thrush and

a proponent in Education for Peace, she brings many years of experience in training teachers, especially in missionary areas. Sister Christina has been teaching for over 55 years and has been instrumental in establishing eight different Montessori and non-Montessori teaching programs worldwide.

Susan Cohn is a two-time recipient of the Johns Hopkins Excellence in Teaching Award. She brings over 25 years of experience to the MMTTC, where she has trained teachers since 1990. Ms. Cohn has a distinguished history as a school director, and has even been given the CTY Director's Award from Johns Hopkins University. She founded her own school, the Montessori Visions School, in 1984 and now serves as Director and upper elementary teacher for Brush Creek Montessori School in Santa Rosa. Ms. Cohn has a Bachelor's Degree in Psychology and holds Montessori Certification for Primary, Lower Elementary and Upper Elementary levels.

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.

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

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

### **MMTTC CODE OF ETHICS\***

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

### **COMMITMENT TO OUR STUDENTS**

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

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

### COMMITMENT TO THE PUBLIC

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

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

### COMMITMENT TO THE PROFESSION

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

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

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

## **COURSE SUMMARY**

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

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

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

### **PRACTICAL LIFE EXERCISES**

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

### **SENSORIAL EXERCISES**

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

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

### CULTURAL SUBJECTS

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

### PEACE EDUCATION

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

### LANGUAGE

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

### MATHEMATICS

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

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

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

### MONTESSORI'S PHILOSOPHY OF EDUCATION – COSMIC EDUCATION

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

## CLASSROOM MANAGEMENT

Techniques for behavior management, record keeping, parent conferences and information meetings and staff communications, meetings, management and training, the schedule of the day, how to start a new classroom, how to set up a classroom, California State Licensing requirements and other relevant subjects are presented and discussed. Opportunities to attend meetings at ongoing Montessori schools are provided.

## OBSERVATION TECHNIQUES

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

## LENGTH OF CYCLE

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

The academic phase is comprised of eight courses. It is possible to get transferable college credit for our course through the California State University, East Bay Extension. Each class is 3.0 units for a total of 24 credit units. The courses can be taken over six school-year quarters, in two summer intensive units (when offered) or in a combination of both. School-year classes are held on Mondays and Wednesdays from 4 PM to 7 PM. Summer intensive courses are held Monday through Friday from 9 AM to 4 PM. Students may enroll at the beginning of any quarter, but it is most successful to begin with the Practical Life and Sensorial unit. After successful completion of the materials portion of the course, 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.

## BPPE APPROVAL TO OPERATE

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

## **COURSE DESCRIPTION - MONTESSORI PRIMARY PROGRAM**

INTEGRATED THROUGHOUT THE TRAINING:

### **MARIA MONTESSORI TEACHER TRAINING CENTER MONTESSORI BASIC EARLY EDUCATION PHILOSOPHY & PRINCIPLES SYLLABUS**

**COURSE COMPONENT TITLE:** Montessori Basic Early Education Philosophy and Principles

**INSTRUCTOR:** Sister Christina Trudeau, Ed.D

**CLOCK HOURS:** 60 (included in the hour count of each course below)

#### **Course Component Objectives:**

1. Demonstrate knowledge, application and analysis of the theoretical/philosophical base upon which Montessori early childhood education programs have been and are being developed (competency: 2)

#### **Requirements:**

1. Students must participate in oral discussion and written examinations. Students must create a classroom plan and philosophers/educators timeline.

#### **Texts:**

1. Required text is Dr. Montessori's Own Handbook by Maria Montessori. Students will be exposed to Montessori's philosophy and educational principles as presented in The Absorbent Mind, Spontaneous Activity and Education, The Child, Society and the World, To Educate the Human Potential, all by Maria Montessori, and Together with Montessori by Cam Gordon.

#### **Course Component Outline:**

- a. Subconscious to Conscious Worker
- b. The Spiritual Embryo
- c. Psychic Life
- d. Points of Sensitivity
- e. Mneme, Vital Memory
- f. Horne, Persistent Willpower
- g. Normalization
- h. Formation of the Personality
- i. Spontaneous Activities
- j. How Children "Incarinate" Themselves
- k. Psychic Energies
- l. Cosmic Construction
- m. Peace and Education

1<sup>ST</sup> QUARTER

### **MARIA MONTESSORI TEACHER TRAINING CENTER PRACTICAL LIFE & SENSORIAL SYLLABUS**

**COURSE COMPONENT TITLE:** Montessori Sensory and Motor Learning

**INSTRUCTOR:** Rebecca Keith, Hema Srinivasan, Sister Christina Trudeau, Ed.D, Susan Cohn

**CLOCK HOURS:** 45

#### **Course Component Objectives:**

1. Students shall become competent in the presentation of the Practical Life and Sensorial materials (competency\*: 3.c).

2. Students shall correctly match child to material according to stage of readiness and development (5.a-c, 3.g, 3.j).
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 (5.c-d).
4. They shall be able to design and set up these areas of the environment, and create their own Practical Life exercises (5.a).
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 (6.b). (\*MACTE competencies are listed on the last page)

**Requirements:**

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

**Texts**

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

**Course Component Outline:**

***I. INTRODUCTION TO PHILOSOPHY***

***A.) Maria Montessori***

- 1) Biography
- 2) Summary of her Philosophy

***II. PRACTICAL LIFE***

***A.) Introduction***

***B.) Introductory Exercises***

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

***C.) Care of the Environment Inside***

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

***D.) Care of the Environment Outside***

- 1) Sweeping
- 2) Raking
- 3) Plant Care
- 4) Animal Care
- 5) Rug Beating

***E.) Care of the Person***

- 1) Exercises with a Jacket
- 2) Dressing Frames
- 3) Hand Washing (sink and exercise)
- 4) Face Washing
- 5) Additional Exercises

***F.) Grace & Courtesy***

- 1) Please and Thank You
- 2) Excuse Me
- 3) May I Pass By
- 4) Nose Blowing
- 5) Additional Exercises
- 6) Relationship to Communication and Peace Making
- 7) Walking on the Line
- 8) The Silence Game

### ***III. SENSORIAL***

#### ***A.) Introduction***

#### ***B.) Exercises in Discrimination of Dimensions***

- 1) Cylinder Blocks
- 2) Pink Tower
- 3) Broad Stair
- 4) Red Rods

#### ***C.) Exercises in Visual Sense Discrimination***

- 1) Color Box I
- 2) Color Box II
- 3) Color Box III
- 4) Three Period Lesson
- 5) Geometric Solids
- 6) Geometric Cabinet

#### ***D.) Exercises in Stereognostic Sense Development***

- 1) Froeble Gift Bag
- 2) Baskets of Buttons
- 3) Basket of Beads
- 4) Mystery Bag
- 5) Other "Fishing Bags" (vocabulary aspect)
- 6) Sorting Tray I
- 7) Sorting Tray II
- 8) Stereognostic Use of Geometric Solids

#### ***E.) Auditory Sense Development***

- 1) Sound Boxes
- 2) Sensorial Introduction to the Bells (see Music)

#### ***F.) Exercises in Tactile Sense Development***

- 1) Tactile Boards
- 2) Tactile Tablets
- 3) Rough and Smooth Exercise
- 4) Fabric Boxes

#### ***G.) Baric Sense Development***

- 1) Baric Tablets

#### ***H.) Thermic Sense Development***

- 1) Thermic Tablets
- 2) Thermic Bottles

#### ***I.) Olfactory Sense Development***

- 1) Smelling Bottles
- 2) Tasting Bottles

#### ***J.) Study in Dimensions***

- 1) Constructive Triangles
- 2) Knobless Cylinders
- 3) Binomial Cube
- 4) Trinomial Cube
- 5) Square of Pythagoras

1<sup>ST</sup> QUARTER - Continued

## MARIA MONTESSORI TEACHER TRAINING CENTER CULTURAL SUBJECTS SYLLABUS

**COURSE COMPONENT TITLE:** Montessori Cultural Subjects

**INSTRUCTOR:** Rebecca Keith, Sister Christina Trudeau, Susan Cohn

**CLOCK HOURS:** 48

### Course Component Objectives

1. Students shall become competent in the presentation of the Cultural Subjects materials, including art, music and movement, geography, peace, sciences and time (\*competency: 3.f, 3.i, 5.a-d).
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 (5.c-d).
3. They shall design and set up these areas of the environment, including a peace table (3.a, 3.h).
4. They shall appropriately match child and material based on age and stage of development (3.b, 3.g).
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 (1.a-b, 6.a). (\*MACTE competencies are listed on the last page)

### Requirements:

- 90% Attendance & Punctuality
- Submission of Illustrated Curriculum Album (lecture notes)
- Practice with Materials
- Observation summaries (5 observations; #1-5, see below)
- Grade of "C" or better on oral exams (Circles)
- Book of Quotations for required reading
- Create Materials, including:
  - Art Cards
  - Leaf Collection
  - Land & Water Forms and Cards
  - Peoples of the World Prototypes
  - Needs of Humans
  - Plant/Animal Cards (a.k.a.: Classified Cards for Biology)

### Texts

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

### Course Component Outline:

#### *IV. CULTURAL MATERIALS*

##### *A.) Introduction to Culture*

##### *B.) Art*

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

**C.) Music**

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

**D.) Geography**

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

**E.) History/Time**

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

**F.) Sciences**

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

## 2<sup>nd</sup> QUARTER

# MARIA MONTESSORI TEACHER TRAINING CENTER LANGUAGE SYLLABUS

**COURSE COMPONENT TITLE:** Montessori Language Development

**INSTRUCTOR:** Rebecca Keith, Karen Bamberg, Sister Christina Trudeau, Ed.D, Susan Cohn

**CLOCK HOURS:** 60

### Course Component Objectives

1. Students shall become competent in presenting the Montessori Language materials (\*competency: 3.d).
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 (5.a-d).
3. They shall appropriately match child and material based on age and stage of development (3.b).
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 (1.a).
5. They shall design and set up these areas of the environment, including setting up and choosing appropriate books for a library (5.a-b).
6. They shall lead a group circle (3.k). (\*MACTE competencies are listed on the last page)

### Requirements:

- 90% Attendance & Punctuality
- Submission of Illustrated Curriculum Album (lecture notes)
- Practice with Materials
- Observation summaries (5 observations; #6-10, see below)
- Grade of "C" or better on oral exams (Circles)
- Book of Quotations for required reading
- Create Materials, including:
  - First set of Classified Language Pictures
  - Object Box
  - Function of Words materials
  - Reading Practice Materials

### Texts

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

### Course Component Outline:

#### *V. LANGUAGE DEVELOPMENT*

##### *A.) Introduction to Language Development*

##### *B.) A Summary of Language Related Activities*

##### *C.) Pre-Reading Outline*

##### *D.) Guidelines for Adults*

##### *E.) Classified Pictures*

##### *F.) Language with Practical Life Materials*

##### *G.) Language with the Sensorial Materials*

##### *H.) Vocabulary Enrichment-Free Oral Expression*

- 1) News Period
- 2) Songs
- 3) Finger-plays
- 4) Nursery Rhymes and Poetry
- 5) Stories
- 6) Library Use/Care of Books
- 7) Logical Question Game
- 8) Role Playing
- 9) I Spy Game

##### *I.) Writing*

- 1) Introduction

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

***J.) Reading – Fundamentals***

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

***K.) Reading – Practice***

- 1) Reuse of Classified Pictures
- 2) Reuse of Classified Cards
- 3) Pattern for All Classified Cards
- 4) Poetry Basket
- 5) Function of Words – Verbal Games
- 6) Labeling
- 7) The Article Game
- 8) The Adjective Game
- 9) The Logical Adjective Game
- 10) The Detective Triangle Game
- 11) The Conjunction
- 12) The Preposition
- 13) The Verb
- 14) Command Cards
- 15) The Adverb
- 16) The Logical Adverb Game
- 17) Reading Analysis
- 18) Word Study – Singular/Plural, Compound Words, Word Families

3<sup>rd</sup> QUARTER

**MARIA MONTESSORI TEACHER TRAINING CENTER  
MONTESSORI MATHEMATICS SYLLABUS**

**COURSE COMPONENT TITLE:** Montessori Mathematics

**INSTRUCTOR:** Rebecca Keith, Lucille Satana, Sister Christina Trudeau, Ed.D, Susan Cohn

**CLOCK HOURS:** 51

**Course Component Objectives:**

1. Students shall become competent in presenting the Montessori Mathematics materials (competency: 3.e\*).
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 (5.c-d).
3. They shall design and set up these areas of the environment (5.a-b).
4. They shall appropriately match child and material based on age and stage of development (3.b).
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 (1.a). (\*MACTE competencies are listed on the last page)

**Requirements:**

- 90% Attendance & Punctuality

- Submission of Illustrated Curriculum Album (lecture notes)
- Practice with Materials
- Observation summaries (5 observations; #6-10, see below)
- Grade of “C” or better on oral exams (Circles)
- Book of Quotations for required reading
- Create Materials:
  - Fraction Charts
  - Parallel Exercise Chart

### **Text**

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

### **Course Component Outline:**

#### ***VI. MATHEMATICS***

##### ***A.) Introduction to Mathematics***

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

##### ***B.) Counting Group I***

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

##### ***C.) Group II - Decimal System***

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

##### ***D.) Fractions***

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

##### ***E.) Group III - Counting Group II***

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

##### ***F.) Group IV – Tables Group***

- 1) Positive Snake Game
- 2) Negative Snake Game
- 3) Addition Stripboard

- 4) Subtraction Stripboard
- 5) Multiplication Bead Board
- 6) Division Bead Board
- 7) Finger Charts – All Operations

**G.) Passage to Abstraction**

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

**QUARTERS 4-6 ARE OFFERED CONCURRENT WITH SUPERVISED INTERNSHIP IN APPROVED MONTESSORI CLASSROOMS IF MATERIALS PORTION OF COURSE HAS BEEN COMPLETED.**

4<sup>th</sup> QUARTER

**MARIA MONTESSORI TEACHER TRAINING CENTER  
MONTESSORI PSYCHOLOGY SYLLABUS**

**COURSE COMPONENT TITLE:** Montessori Psychology

**INSTRUCTOR:** Rebecca Keith, Sister Christina Trudeau, Ed.D, Susan Cohn

**CLOCK HOURS:** 60

**Course Component Objectives**

1. Students shall become competent in the area of child development and develop an understanding of Montessori's perspective on child psychology (competency\*: 1.a, 2, 3.g, 6.b).
2. Students will also develop an understanding of the ideas and perspectives of other child psychologists and early childhood educators (1.a, 2, 3.g, 6.b).
3. Students will gain the ability to present these ideas to others (1.a, 2, 3.g, 6.b). (\*MACTE competencies are listed on the last page)

**Requirements**

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

**Texts & Videos**

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

**Course Component Outline**

*PSYCHOLOGY*

1. 3 Stages of Development & Environment
2. Physical Embryo, Psychic Embryo and Spiritual Embryo
3. Miracle of Life
4. Prenatal & Birth to Three Development (chart)
5. The Developmental Crisis
6. Spiritual Embryo: Horme/Mneme Nebulae
7. Absorbent Mind/Imprinting of the Child in the Family

8. Sensitive Periods
9. Tendencies of Humans
10. Movement and Intelligence: The Importance of Movement, Development of the Hand, Movement and Independence
11. The Four Planes of Development
12. The Process of Learning/Indirect Preparation
13. Mixed Age Grouping
14. The Levels of Obedience
15. The Child's Home Environment
16. The Child and the Family
17. The Prepared Environment – Infant Community, 3-6, 6-9, 9-12
18. Human Behavior/Child in the Community
19. The Nature of the Adult
20. Presentation/Discussion of Psychologist/Educators

## 5<sup>th</sup> QUARTER

# MARIA MONTESSORI TEACHER TRAINING CENTER MONTESSORI PHILOSOPHY SYLLABUS

**COURSE COMPONENT TITLE:** Montessori Three to Six Philosophy

**INSTRUCTOR:** Rebecca Keith, Sister Christina Trudeau, Ed.D, Susan Cohn

**CLOCK HOURS:** 57

### Course Component Objectives

1. Students shall develop an understanding of Montessori's philosophy as well as those of other philosophers and the ability to explain them to others (competency: 2, 6.b\*).
2. They develop an awareness of the basis for education for peace, and the elementary science, timelines, clock of eras, impressionistic charts, etc (3.i, 3.k-l).
3. Develop ability to express and explain ideas to others (6.b). (\*MACTE competencies are listed on the last page)

### Requirements

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

### Texts & Videos

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

### Course Component Outline

#### **PHILOSOPHY**

- 1) Introduction to Philosophy, Video "The Global Brain"
- 2) The Montessori Philosophy
- 3) How Montessori's Philosophy relates to Others of Her Time
- 4) "Ologies" and "Isms"
- 5) The Relationship of the Spiritual Embryo to the Cosmos
- 6) The Construction of Human Compartment
- 7) "God Who Has No Hands"
- 8) "The Great Story" video
- 9) "The Powers of the Universe" Video
- 10) "The Great Story" "The Thousand Yard Model"

- 11) "We are Made of Stardust" Video and Handout
- 12) "The Physics Experiments
- 13) Introduction to Evolutionary History
- 14) The Impressionistic Charts
- 15) Montessori's Philosophy for Kids
- 16) Timeline of Evolution
- 17) Clock of Eras
- 18) Timeline of Man
- 19) Pierre Teilhard de Chardin Handout and video
- 20) Montessori and Sri Aurobindo
- 21) Depok Chopra video
- 22) Comparison of Teilhard and Sri Aurobindo

## 6<sup>th</sup> QUARTER

# MARIA MONTESSORI TEACHER TRAINING CENTER CLASSROOM MANAGEMENT & OBSERVATION SYLLABUS

**COURSE COMPONENT TITLE:** Montessori Classroom Management and Montessori Observation

**INSTRUCTOR:** Rebecca Keith, Sister Christina Trudeau, Ed.D, Susan Cohn

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

### Course Component Objectives

1. *Classroom Management:* Students develop competency in classroom management, including classroom set up, starting a class, lesson planning, record keeping, evaluating student performance and behavior, parent conference reports, giving parent conferences and communication, parent education, relating to staff, understanding and complying with state of California requirements for childcare centers, etc (competency: 1.b, 3.a, 3.h-1, 4.a-e, 6.c-e, 7.a-c\*).
2. *Observation:* Students develop the ability to observe self and others, to observe, assess and act in a classroom setting in relationship with individual children, to better access and evaluate children and understand when outside assistance and support are needed (3.a-b, 3.g, 3.i-1, 4.a-b). (\*MACTE Competencies listed on the last page)

### Requirements:

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

### Texts & Handouts

The books you will need to purchase for this class are From Childhood to Adolescence, by M. Montessori, The Ascent of Man by Bronowski, and The Descent of Woman, by Elaine Morgan. You will also need to download Title 22, available on the internet at [http://www.dss.cahwnet.gov/ord/CCRTitle22\\_715.htm](http://www.dss.cahwnet.gov/ord/CCRTitle22_715.htm) (you need to reference the general guidelines and the guidelines for child care centers). Handouts include a sample Curriculum plan for the year, Staff guidelines, and Parent Conference Report. You will attend a parent Conference and a Parent Information Lecture at one of our two sites between now and June.

### Course Component Outline

#### **CLASSROOM MANAGEMENT**

1. The Prepared Environment
2. Mixed Age Grouping
3. The Montessori Teacher
4. How to Start a New Classroom: The Ideal Situation

5. Planning a Curriculum
6. Classroom Management
7. How to take over an existing classroom as a new head teacher
8. Intra-classroom communications: classroom meetings, communication and compromise
9. Inter-classroom Communications, Record Keeping, Parent Communications
10. Parent Conferences/Reports
11. Parent Education
12. Preparation of Parent Night Talks
13. Observation/Recording
14. Observation Assessment Activity
15. Making the Match
16. Behavior Management: The Peace Curriculum
17. Title 22: State of California Rules & Regulations, mandated reporting, child abuse
18. Create Your Ideal Classroom
19. Resources

***OBSERVATION***

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

**COMPETENCIES**

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

1. Demonstrate knowledge of human development and education:
  - a. Interpret child development and early education concepts to staff, parents and community.
  - b. Plan for continuity of learning experiences for children 2 to 6 years of age.
2. Demonstrate knowledge, application and analysis of the theoretical/philosophical base upon which Montessori early childhood education programs have been and are being developed.
3. Plan programs that meet the individual needs and interests of children appropriate to their development, cultural background and experience level.
  - a. Demonstrate ability to assess children's development through a variety of vehicles (i.e.: observation, case studies, tests, developmental scales, diagnostic materials)
  - b. Provide a suitable match between assessment and developmental activities.
  - c. Demonstrate an ability to support sensory-motor activities.
  - d. Demonstrate an ability to support language arts development.
  - e. Demonstrate an ability to support mathematics development
  - f. Demonstrate an ability to support the development of art, music, movement, geography and science.
  - g. Demonstrate knowledge of varied learning styles.

- h. Demonstrate knowledge of environmental design and preparation.
  - i. Prepare opportunities for choice, problem solving, decision-making and responsibility for learning on the part of children.
  - j. Demonstrate a broad repertoire of teaching strategies (i.e.: structuring environment; using manipulative materials for exploration, demonstration and concrete models; modeling behavior; using verbal strategies such as inquiry, explanation, imitation, illustration and dramatization.
  - k. Demonstrate the ability to plan and implement group activities.
  - l. Develop organizational and management procedures to facilitate growth and learning.
4. Evaluate objectives, children's individual growth, learning and programs:
- a. Demonstrate consistency between stated objectives and methods of evaluation (i.e.: assessment of cognitive, affective and psychomotor development).
  - b. Demonstrate knowledge of age-appropriate evaluative measures.
  - c. Develop and use a variety of appropriate record-keeping and evaluative processes.
  - d. Interpret the results of evaluative measures.
  - e. Prepare professional reports.
5. Design and evaluate curriculum materials and resources appropriate to children with varying abilities and cultural backgrounds:
- a. Evaluate and select prepared curriculum materials.
  - b. Develop original materials to meet the needs and interests of children.
  - c. Demonstrate knowledge of the rationale of curriculum materials.
  - d. Demonstrate knowledge of continuum of curriculum materials.
6. Demonstrate interest and involvement in the community served:
- a. Demonstrate knowledge of the community served.
  - b. Demonstrate ability to articulate Montessori principles.
  - c. Demonstrate ability to participate in parent conferences and skill in nonjudgmental listening and interactions with others.
  - d. Develop awareness of community resources for referral, enrichment, program development and implementation.
  - e. Demonstrate ability to facilitate a parent-educator partnership.
7. Demonstrate program leadership:
- a. Implement minimum standards required by health/education/welfare codes.
  - b. Organize schedules, supplies, maintenance of equipment, budget planning.
  - c. Coordinate classroom operation and personnel.

## **STANDARDS FOR COMPLETION**

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. Classified Cards for Biology (Plants and Animals)
  - c. Peoples of the World and Fundamental Needs of Humans Cards and Charts (prototypes)
  - d. Leaf Collection Cards
  - e. Art Card Collection
  - f. Music Clapping Charts
  - g. First set of Classified Language Pictures
  - h. Object Box
  - i. Function of Words materials
  - j. Fraction Charts
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 Parallel Exercise Chart.
8. Research papers on five educator/child psychologists and five philosophers are required.
9. Twenty hour-long classroom observations must be documented and discussed.

10. Book reports or a Book of Quotations, depending on site, are required for all required reading.
11. A ten-month supervised internship in an approved classroom, working at least five mornings a week is required. Interns will be evaluated three times by their supervising teacher and once by a field supervisor.

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

### **ADMISSION PROCEDURE**

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

1. In order to apply to attend the MMTTC Primary Teacher 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 schedule an interview with the Director of Training.
3. After the interview, the applicant will be evaluated, based on the information gleaned from his/her transcripts, letter of intent, recommendations, and personal interview, and the Co-Director will complete an "Ability to Benefit" report.
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.
5. If the prospective student wishes to proceed, he/she needs to complete the financial contract and return it to MMTTC along with payment of the first installment.

## **ENROLLMENT DEADLINES**

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

## **MMTTC TUITION AND RELATED COSTS**

Application Fee (non-refundable)	\$ 50.00
<b>Course Tuition</b>	<b>\$3,000.00</b>
Payable in six installments over two years or two summers	
Required reading books (approx.)	\$ 450.00
Supplies for teacher-made materials (approx.)	<u>\$ 300.00</u>
<b>Total approximate cost</b>	<b>\$3,800.00</b>

## **OPTIONAL ADDITIONAL COSTS**

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

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

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

## **CANCELLATION POLICY - "BUYER'S RIGHT TO CANCEL"**

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

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

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

## **RIGHT TO WITHDRAW**

The student has the right to withdraw from the program at any time, provided the intent to withdraw is received in writing. The student may not withdraw by calling the MMTTC or by not attending

class. The student has the right to receive a refund of tuition according to the refund schedule that follows.

### **REFUND POLICY**

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

Refunds are calculated by:

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

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

### **SCHOLARSHIP**

Beginning in 2009, one full scholarship is offered by DeLor Montessori, to honor one of their teachers (and daughter) who recently passed. The Dawn McKinley Memorial Scholarship will be open for application until a suitable candidate has been chosen by DeLor Montessori. For more information on how to apply for this scholarship, please visit our web site.

One World Montessori also offers one scholarship per cycle. This scholarship is limited to assistants currently employed by One World Montessori School, and is chosen by the Director.

### **FINANCIAL AID**

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

### **CREDIT CARDS - PAYPAL**

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

### **ATTENDANCE/MAKE-UP POLICY**

The Program is both intense and non-duplicate. Therefore, **absences are not permitted**. All absences are deemed serious and necessitate a meeting with the Director. Punctuality is assumed for the same reasons that absences are not permitted. All 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 percent of the clock hours may obtain class notes from other students and turn in all requirements at the due date. If there are extenuating circumstances which cause a student to miss a test, the student will be given the opportunity to complete the test as soon as they are able.

### **LATE MATERIALS POLICY**

***Materials are required to be submitted on time. Materials and albums are due on the last day of each course.*** If the student is not prepared to submit their materials or albums when they are due, they must submit a written explanation to the teacher, and outline a timeline for submission of the required materials.

If a student has taken a course but neglected to turn in the required materials during the course, they will be allowed to turn in the materials **within one calendar year** of their enrollment in that course, but they will need to pay an Album Review Fee of \$50 per album, as well as Material Review fees (generally @ \$20/hour), so the MMTTC may arrange for a teacher to properly grade and assess the materials required for the course. **AFTER ONE CALENDAR YEAR, THE STUDENT MUST START THE PROGRAM AGAIN FROM THE BEGINNING.** Extenuating circumstances that prevent the student from completing the program must be brought to the attention of the Director and addressed.

### **SPONSORSHIP**

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

### **NON-DISCRIMINATION POLICY**

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

### **SCHOOL AND STUDENT RECORDS**

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

### **ACCESS TO RECORDS**

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

### **CONFIDENTIALITY & PRIVACY PRACTICES**

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

### **RIGHT TO WITHHOLD TRANSCRIPTS AND GRADES FOR NONPAYMENT OF TUITION**

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

### **TRANSFER OF UNITS / STUDENT TRANSFERS**

The entire sequence of curriculum components as delivered by MMTTC is required to successfully complete the Primary Teacher Training Program. It is unlikely that MMTTC would accept segments of training from other courses or that another course would accept segments of our training. However, credit units received through the California State University, East Bay Extension are recognized by all other accredited colleges and universities. *Enrollment in the CSUEB Extension is optional and students must register and pay for these units separately from their MMTTC Tuition.*

### **ENGLISH AS A SECOND LANGUAGE (ESL)**

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

### **CERTIFICATE OF COMPLETION**

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

### **ADDITIONAL COPIES OF CERTIFICATES AND TRANSCRIPTS**

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

### **RECORDS SEARCH**

Former students of the MMTTC may request a records search for \$30. 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 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 can arrange to do so with the co-director and/or a faculty member for an additional fee to be determined according to the amount of tutoring necessary (see "LATE MATERIALS POLICY").

### **CSUEB GRADES - TIME EXTENSIONS**

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

### **LEAVE OF ABSENCE**

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

### **PLACEMENT ASSISTANCE**

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

## **DISMISSAL**

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

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

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

## **STUDENT RIGHTS – PROGRAM RESPONSIBILITIES**

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

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

## **PROGRAM RIGHTS – STUDENT RESPONSIBILITIES**

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

1. Be committed to acquiring Montessori Teacher Training and willing to put forth maximum effort in its pursuit.
2. Be informed – read all information disseminated by the course.

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

### **STUDENT ARBITRATION PROCEDURES**

Arbitration Procedures are developed to arbitrate significant complaints or grievances by students, faculty or practicum consultants. They will be used to decide on a course of action in response to a grievance, which shall be binding on all parties. All grievances shall be arbitrated by an arbitration committee composed of the director of the program, one faculty member, one student and one "stand-by" faculty member, who will take the place of any faculty member on the committee against whom the grievance is brought. In the event that the student member is bringing a grievance, an alternate student will be elected by the remaining students to act in his/her stead. No solution can be arrived at which is in conflict with the Pan American Montessori Society requirements for training programs, internship sites, etc.

### **AREAS OF GRIEVANCE**

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

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

### **GRIEVANCE PROCEDURES**

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

4. Individuals who feel the action taken by the PAMS Arbitration Committee is not appropriate may appeal to the MACTE Commission. If a hearing is deemed in order, the MACTE Commission shall hear presentations from both sides and attempt to mediate, deciding on a solution satisfactory to both parties. If this fails, the Committee shall decide by majority vote on a binding course of action. The decision of this committee shall be considered binding to all parties, and no further appeal is possible.

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

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

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

#### **STATEMENT OF FAIR PRACTICES\***

In the area of advertising, MMTTC will:

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

In the area of finances, MMTTC will:

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

In the area of admissions, MMTTC will:

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

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

## **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

## **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). Students seek out an approved Montessori school in which to be an intern. 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). Master Teachers are responsible for getting copies of all completed forms and report back to the MMTTC. The MMTTC also requires the student to be observed at least once by a Field Supervisor or a Co-director. The student may choose to complete the entire academic portion of the course before embarking on the internship phase.

The MMTTC will support the student in their attempts to locate an internship site, but it is the responsibility of the student to secure this internship. The internship is ideally a paid position working in a Montessori classroom for at least five mornings a week, for nine to ten months (one school year).

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

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

## 2011 - 2012 Calendar – South Bay

September 2011						
S	M	T	W	T	F	S
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**9/19 – 11/30 PRACTICAL LIFE & SENSORIAL**  
**9/19** Orientation, Intro to Maria Montessori  
**9/21** Intro to Practical Life, Int'l Peace Day  
**Intern meeting this month**

**2/8** Review & Practice  
**2/13** Circle  
**2/15** Circle (if needed). Last class. All albums and materials due.  
**2/20 – 2/22** President's Week – no class  
**2/27 – 4/4** LANGUAGE  
**2/27** Intro to language

February 2012						
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October 2011						
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30	31					

**10/3**-No class, Ghandi's B-day  
**10/5** Review & Practice  
**10/10** Circle  
**10/12** Circle (if needed)  
**10/17** Intro to Sensorial  
**10/21** United Nations Day 10:30am  
**10/24** No class (P/T conf's P3)  
**10/31** No class-Halloween

**3/14** Circle  
**3/16** Rebecca's Birthday  
**3/19** Circle (if needed)  
**Intern meeting this month**

March 2012						
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November 2011						
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**11/14** Review & Practice  
**11/16** No class (P/T conf's P3)  
**11/21** Circle.  
**11/30** Circle (if needed). Last class. All albums and materials due.

**4/2** Circle  
**4/4** Circle (if needed). Last class. All albums and materials due.  
**4/9 – 4/13** Spring Break, no class  
**4/16 – 6/6** MATHEMATICS  
**4/16** Intro to Mathematics  
**4/20** Earth Day, 10:30am

April 2012						
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December 2011						
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**12/5 – 2/15** CULTURAL  
**12/5** Intro to Cultural  
**12/19 – 1/2** Winter break

**5/2** Review & Practice  
**5/7** Circle  
**5/9** Circle (if needed)  
**5/16** No class (P/T conf's P3)  
**5/23** Review & Practice  
**5/28** No class - Memorial Day  
**5/30** In class practice time; finish albums and materials.

May 2012						
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January 2012						
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**1/16** MLK Jr.'s Birthday – No class  
**1/18** Circle  
**1/23** Circle (if needed)  
**Intern meeting this month**

**6/4** Circle.  
**6/6** Circle (if needed). Last class. All albums and materials due.

June 2012						
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**Classes are held Mondays and Wednesdays from 4PM to 7PM. Class schedule is subject to change.**

# MARIA MONTESSORI TEACHER TRAINING CENTER

## 2012 - 2013 Primary Calendar – South Bay

<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #4b0082; color: white;"> <th colspan="7">September 2012</th> </tr> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	September 2012							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							<p><b>9/17 – 12/5 PSYCHOLOGY</b>            9/17: Orientation, Intro to Psychology            9/21: Int'l Peace Day            9/26: MAT'L WORKSHOP-timeline and development chart</p>	<p><b>2/6: Essay Test</b>            2/18: No Class, President's Day Holiday            2/20: No class</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #4b0082; color: white;"> <th colspan="7">February 2013</th> </tr> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1 2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td></td><td></td></tr> </tbody> </table>	February 2013							S	M	T	W	T	F	S							1 2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28		
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