Part I: APPLICATION COVER PAGE

SCHOOL BOARD
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Signature of School Board Chair:

ORGANIZATION SPONSORED BY A SCHOOL BOARD
Name of Organization: Arlington County Public Schools
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Signature of School Board Chair and Organization Official:

Francisco Duran   Barbara Kanninen

Superintendent   School Board Chair

Part II: PROGRAM OVERVIEW AND JUSTIFICATION

Describe the program, including the targeted endorsement programs. Include the delivery model and sustainability of the program, as well as resources provided to participants:

Arlington Public Schools (APS) has hosted a successful public Montessori program for 50 years. The program provides Montessori instruction for students ages 3 through eighth grade. In 2019, APS opened the first stand-alone public Montessori school in the Commonwealth, and it houses the county's Montessori elementary program. Primary Montessori classes are held at seven APS elementary schools, and the middle school Montessori program is housed at Gunston Middle School. The Montessori program is one of the most popular instructional choices within APS and boasts a robust number of student applicants to the program each year.

In hopes of better supporting the sustainability and expansion of this successful program, and in order to more responsibly steward the resources of our district, school, and teachers, Arlington Public Schools is seeking an alternate route to professional licensure for Montessori teachers in early/primary education, elementary education, and middle school education. The APS Montessori Alternate Pathway to Licensure Program is requesting the following requirements:

All candidates for the APS Montessori Alternate Pathway to Licensure Program will:

- Hold a bachelor's degree from an accredited college or university.
- Hold a credential (for the level at which they are being hired to teach) that has been issued by the American Montessori Society (AMS), Association Montessori Internationale (AMI), or an institution accredited by the Montessori Accreditation Council for Teacher Education (MACTE) which is recognized as an accreditor by the US Department of Education.
- Have successfully passed all examinations required by the state of Virginia for their specific endorsement (ie: VCLA, Praxis, etc.)

If needed, candidates for the APS Montessori Alternate Pathway to Licensure Program will be provided tutoring support to successfully pass their identified Praxis assessments.

Justify the need for the alternate route program:

As with all programs, Montessori classrooms require properly trained teachers. Conventional teacher education programs do not offer instruction in Montessori methodology, curriculum, and classroom management, all of which are critical to prepare teachers to lead Montessori classrooms effectively. Just as someone certified to teach English would likely not be an effective geometry teacher, requiring APS to hire state-certified teachers who often are not Montessori credentialed limits the ability of schools to provide quality Montessori programs, which ultimately negatively impacts student learning.

In addition, current policies require schools and teachers to expend considerable resources on redundant training, thus creating an additional barrier to diversifying the workforce by eliminating candidates who do not have the resources to undergo dual credentialing. The Virginia Department of Education's current certification requirements are an obstacle in APS's ability to recruit well-trained Montessori teachers. These teachers often make the quite rational choice to seek employment in the District of Columbia or at private Montessori schools where their Montessori credential is recognized as thorough and appropriate preparation for their role.

In addition to positively impacting Montessori schools, teachers, leaders, and students, we anticipate that the benefits of the proposed pathway will extend to *all* APS schools by mitigating the district-wide teacher shortage. The pathway, as described, will render eligible for hire by APS a pool of candidates not previously available to the district, and not seeking employment in non-Montessori schools. As a result, every teacher hired via this pathway will free up a traditionally-licensed candidate for hire by another APS school.

Describe the capacity to deliver the program, including faculty/instructor's qualifications and the background and expertise of the program provider:

American Montessori Society - The American Montessori Society is the world's leading member organization advancing research and advocating for Montessori teacher education and progressive education policy. Since 1960, AMS has served as a school accreditation and teacher certification agency, awarding Montessori teaching credentials to adult learners recommended by its AMS-affiliated courses. AMS affiliates teacher education programs in the United States and throughout the world.

AMS has an extensive network of affiliated teacher education programs and a team of staff and community leaders that support the growth, supervision and quality of those programs. AMS approves its Teacher Education Programs (TEPs) utilizing a rigorous set of standards and requirements. See AMS TEP Handbook pages 48-56. AMS teacher education directors, faculty and practicum supervisors must, at a minimum, hold a bachelor's degree and a Montessori credential for the level they are teaching, as well as have a certain number of years of classroom teaching experience, which vary based on the position held within the teacher education program. See AMS TEP Handbook pages 58-62.

AMS offers the AMS [Teacher Instructor Academy](#) as a support for quality in teacher education programs. The Academy is a course of study for current and future teacher education program instructors. Rigorous, advanced, and staffed by leaders in the field, the Academy provides the training Teacher Education Program instructors need to prepare Montessori teacher educators who can successfully take on their work.

In addition to the requirements for staff, all AMS affiliated teacher education programs must complete a periodic extensive self-study and review by AMS of their compliance with AMS

TEP Standards, which includes an onsite visit by an affiliation team comprised of AMS Teacher Education Department representatives and community teacher education experts. See AMS TEP Handbook pages 38-47.

Association Montessori Internationale - The Association Montessori Internationale is a global organization empowering Montessori teachers and communities through the holistic approach of Montessori. AMI was founded by Dr. Montessori herself in 1929 and encompasses a worldwide global network of teachers, accredited schools, and teacher education programs. AMI teacher preparation is respected worldwide for its authenticity, high standards, and quality.

The hands-on Montessori training provides the framework and tools for successfully teaching what works for each child, regardless of their socioeconomic status and stage of development. The principles of Montessori education are used to foster hands-on, self-paced, collaborative, and joyful classrooms at any school, anywhere in the world.

AMI employs an extensive program for the preparation of teacher educators, and requires both a minimum of a bachelor's degree and AMI Montessori credential for the level taught as well as years of teaching experience for faculty to be considered for admission to the teacher educator preparation programs. The AMI preparation program for teacher educators is intensive and is overseen by the AMI Training Group which is responsible for program content and academic guidance, as well as the selection and continuous assessment of AMI Trainers during their training. Program procedures, quality and faculty are periodically monitored by AMI.

Montessori Accreditation Council for Teacher Education - In 1995 the Montessori Accreditation Council for Teacher Education (MACTE) was recognized by the United States Department of Education (USDE) as the accrediting agency for Montessori teacher education. Since that time, MACTE has served as the accrediting agency for Montessori teacher education programs.

The USDE defines two basic types of educational accreditation: institutional and specialized/programmatic. MACTE is recognized as both an institutional and specialized/programmatic accrediting agency because it accredits both free-standing institutions and also programs within institutions. MACTE's approach to accreditation helps programs improve and be accountable for their quality. MACTE's accreditation process starts with the evidence (quantitative and/or qualitative) the faculty truly relies on to verify that the graduates are competent beginning Montessori professionals. MACTE assesses the quality of Montessori teacher education programs based on three main quality principles: Evidence of Candidate Learning: Understanding and Teaching, Faculty Learning and Inquiry, and Program Capacity. MACTE requires that all faculty at the Teacher Education program have at minimum a bachelor's degree, a Montessori credential at the level that they will be instructing and at least three years of experience in a Montessori classroom at the level that they hold their credential. In addition, educators are required to attend relevant on-going professional development and have experience in teaching adults.

Freestanding MACTE accredited programs are eligible to apply to the U.S. Department of Education to offer Title IV funding (federal grants and loans) to their students. Self-improvement is stimulated through involvement of academic administrators, faculty, and practitioners in program evaluation and planning, in development of learning outcomes measures and graduate competencies, and in orientation and training sessions offered by MACTE. Accreditation ensures that standards represent a consensus of values, and that standards and procedures are fairly and consistently applied. Programs are also assured equitable representation in national accreditation activities through participation by faculty and staff as board members, on-site verifiers, and participants in MACTE conferences and symposia.

Provide documentation of the program's accreditation, if applicable. Programs that are accredited by the Council for the Accreditation of Educator Preparation will be granted special consideration, however, the content area of the program must be reviewed by the Virginia Department of Education to ensure alignment with Virginia standards and competencies:

Montessori teacher education programs can affiliate with a national or international organization which sets standards for teacher preparation and/or can be accredited by the Montessori Accreditation Council for Teacher Education (MACTE) which is recognized by the US Department of Education to accredit both freestanding and university based Montessori teacher education programs.

Currently, all freestanding AMS teacher education programs are MACTE accredited, as are the majority of US AMI teacher education programs. In order for a training center to affiliate with either AMS or AMI, the training center needs to meet certain standards with regards to instructor qualifications and course content, so those AMS and AMI teacher education programs that are not MACTE accredited are still comparable in content to those that are.

Include the targeted audience for the program. Describe how candidates/teachers will be recruited and selected for the participating school division:

All candidates will be admitted to the APS Montessori Alternate Pathway to Licensure Program if they meet the program guidelines outlined in this section above and are recommended by Human Resources personnel or any principal with Montessori classrooms.

APS recruits Montessori teachers through targeted efforts, including AMS websites, job portals, annual conventions, and various Montessori job boards. APS also recruits Montessori teachers through its broader teacher recruitment efforts, such as job fairs, virtual hiring events with universities and community partners, diversity education hiring events, email blasts to resume banks and databases, social media ads, online newspaper ads, online job boards, flyers, and veteran and military spouse recruitment. Additionally, the proposed Montessori

Alternate Pathway to Licensure Program will make a switch to teaching in APS an appealing option for many trained, experienced, and highly qualified Montessori educators. As the provisional requirements are written at this time, such a switch is neither financially or logistically feasible for most.

Describe the program evaluation process for the program at the school division and board level. Stakeholders must be included in the program review process:

The APS Department of Planning and Evaluation evaluates all programs and services within the Department of Teaching and Learning. It assesses program implementation and outcomes with the goal of facilitating effective decision-making and continuous improvement. The multi-year, in-depth evaluation process includes quantitative and qualitative data collection, as well as opportunities for stakeholder input. Major findings are presented to the APS School Board with an action plan for program improvement.

The Montessori classrooms are included in all county-wide evaluations. The evaluation of the APS Early Childhood program, including primary Montessori, was completed and presented to the APS School Board in January 2016. The full Early Childhood evaluation report can be found here.

Part III: CONTENT AND PROFESSIONAL STUDIES

Describe the requirements, including content and expected outcomes, of the program:

All candidates for the APS Montessori Alternate Pathway to Licensure Program will:

- ▪ Hold a bachelor's degree from an accredited college or university.
- ▪ Hold a credential (for the level at which they are being hired to teach) that has been issued by the American Montessori Society (AMS), Association Montessori Internationale (AMI), or a MACTE-accredited institution.
- ▪ Have successfully passed all examinations required by the state for their specific endorsement (ie: VCLA, PRAXIS, etc.)

The outcome of the APS Montessori Alternate Pathway to Licensure Program will be a greatly expanded pool of teaching candidates who are uniquely and appropriately qualified to teach in Montessori classrooms and are state certified to fulfill that role. Their Montessori teaching credentials will be recognized through the state certification process, and qualify teachers exclusively for work in Montessori classrooms. An additional expected outcome of this pathway is a positive impact on the current APS teacher shortage.

Describe how the program is aligned with and addresses Board of Education requirements, including the Virginia Board of Education competencies outlined in the "[Regulations Governing the Review and Approval of Education Programs in Virginia](#)":

The APS Montessori Alternate Pathway to Licensure Program is thoroughly aligned with the Virginia Department of Education's current requirements for candidates seeking a license through existing means:

- ● First, each candidate will hold a Bachelor's degree from an accredited college or university.
- ● Secondly, each candidate will hold a Montessori teaching credential issued by AMS, AMI, or a MACTE-accredited teacher preparation program. As detailed in the provided matrix, these rigorous, graduate-level teacher education programs thoroughly prepare teachers with the content knowledge and professional studies competencies outlined by VDOE regulations. More to the point, however, this coursework equips candidates with the very specific knowledge and skills necessary for success teaching in a Montessori classroom. Many approaches in a Montessori environment, for example those related to instructional strategies or classroom management, are context-dependent and can differ markedly from those in traditional environments. As a result, the proposed Montessori Alternate Licensure pathway properly prepares Montessori candidates for their particular role while avoiding redundant or contradictory coursework.
- ● Lastly, APS Montessori Alternate Pathway to Licensure Program candidates will successfully pass all content knowledge and professional skill assessments required by the state of Virginia for their specific endorsement.

Preparation of teachers to ensure students (1) attain the knowledge, skills, experiences, and attributes to be successful in college and/or the workforce and to be "life ready" (Profile of a Virginia Graduate) and (2) develop the following competencies known as the "Five C's"

- *Critical thinking*
- *Creative thinking;*
- *Communication;*
- *Collaboration; and*
- *Citizenship*

The Profile of a Virginia Graduate was developed to describe the knowledge, skills, competencies, and experiences students should attain during their K-12 education to make them "life-ready" prepared for college and/or work and to be successful in life. Like all APS educators, candidates for the APS Montessori Alternate Pathway to Licensure Program will be responsible for preparing students to be life ready when they graduate and for developing students' critical thinking, creative thinking, communication, collaboration, and citizenship. See Profile of a Virginia Graduate: Briefing Report here and APS Strategic Plan 2018-2024 here.

The Montessori curriculum is broad and rigorous. It meets, and in many instances, exceeds, the learning requirements articulated by Virginia's Early Learning and Development Standards and Standards of Learning (see SOL/Montessori standards alignment). Therefore, candidates for the proposed alternative pathway to licensure will be thoroughly prepared to successfully address state standards in their classrooms and to prepare students for success on the state assessments. Several available data sets and research reports support that claim.

For instance, according to the APS Early Childhood Evaluation Report, published in 2016, children enrolled in APS Montessori primary programs are *at least* as likely to be Kindergarten ready as their VPI and Head Start peers. For instance, at all three test points of the evaluation, they were shown to have significantly higher scores on Kindergarten entry math assessments (see table below).

Pre-K Experience	2012-13		2013-14		2014-15		2015-16	
	N	Avg. Score	N	Avg. Score	N	Avg. Score	N	Avg. Score
VPI	483	38%	469	44%	462	44%	471	41%
Montessori	139	48%	152	61%	146	55%	155	59%
SPED	63	37%	68	35%	58	39%	84	49%
No formal or institutional Pre-K program	192	32%	*	*	197	38%	187	37%
Private provider	986	52%	*	*	1,007	57%	939	58%
Head Start	37	28%	30	34%	33	36%	26	35%

When it comes to reading, Montessori students were, by test point #3, exactly as likely to meet or exceed readiness standards on their Kindergarten fall PALS benchmark assessment (see graph below).
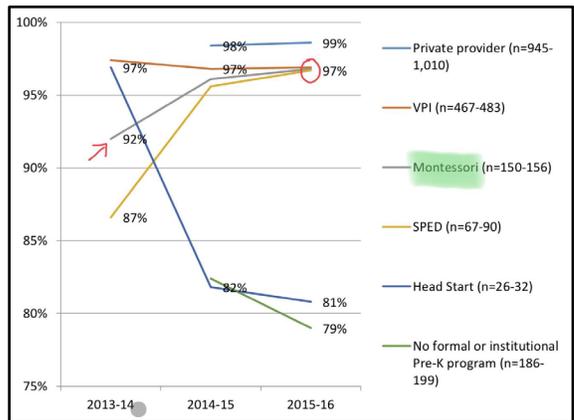
Further, while data is limited due to the opening of Arlington Public Montessori School coinciding with COVID, school quality data for the 2020/21 school year indicate that APMS students' SOL performance was in keeping with district-wide scores in math, reading, and science (no writing data available) and, in all three areas, well above state-wide averages (see below):
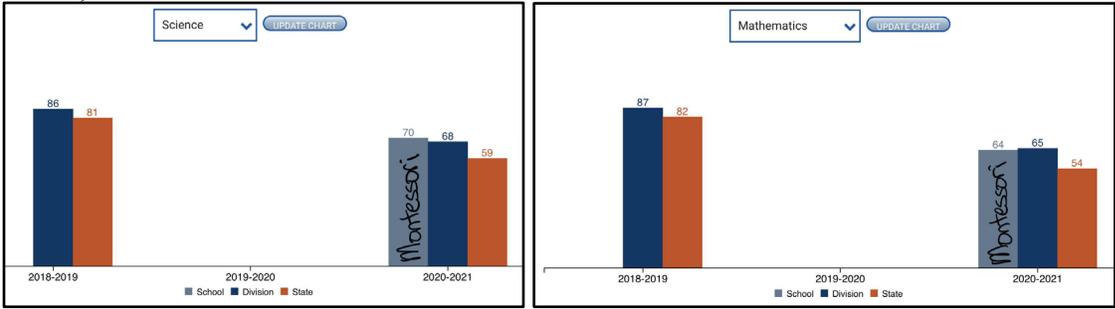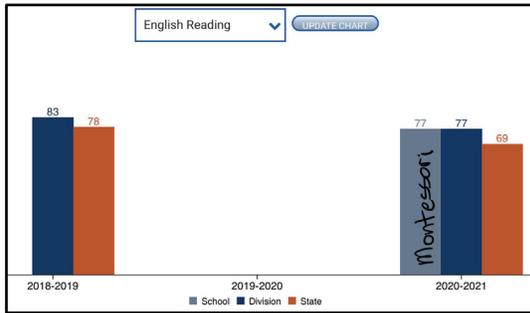
Recent research suggests that these trends hold on a national scale as well, with Montessori students across 10 states and 119 districts performing at least as well as, and most often better than, their district-wide counterparts on state tests (Snyder, Tong, & Lillard, 2021).Importantly, the most significant positive impacts of a Montessori education were observed in underserved and under-resourced populations.

In addition to successful preparation to address academic learning standards, all candidates
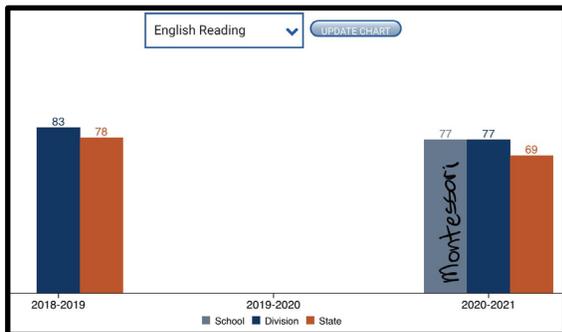
will be prepared to foster the development in their students of the "Five C's" of Virginia graduates and ensure their success in college or the workforce by developing strategies that will:

- Embed global competencies, critical thinking, creative thinking, collaboration, communication, and citizenship into curriculum and instruction.
- Adapt curriculum and instruction to the needs of each student.
- Increase meaningful inclusive learning environments for students.
- Provide learning opportunities in a variety of settings, times, and formats that include opportunities for students to align knowledge, skills, and personal interests with career and higher educational opportunities including internships and externships.
- Increase high-quality options for PreK-12 instructional models within and beyond neighborhood schools.
- Ensure equity of access and opportunity across all school programs.
- Address unconscious racial bias throughout Arlington Public Schools.

- Deliver curriculum through innovative and relevant instruction that is adaptable to the diverse needs of each student.
- Integrate culturally relevant concepts and practices into all levels of school interactions.
- Establish and promote a culture of physical and mental wellness.
- Implement an evidence-based curriculum that focuses on student's physical, social, emotional, and mental health needs and provides interventions when needed through Arlington Public Schools and/or community partnerships.

Each Arlington Public School is also responsible for developing an annual Progressive Plan which addresses the following APS School Board Strategic Plan goals:

- Student Success: Multiple Pathways to Student Success
- Student Well-Being: Healthy, Safe, and Supported Students
- Engaged Workforce
- Operational Excellence
- Partnerships: Strong, Mutually Supportive Partnerships

See the Progressive Plan for the Arlington Montessori Public School.

Part IV: SUPERVISED FIELD/CLINICAL EXPERIENCES

Describe the requirements, including content and expected outcomes, of the program:

Students must complete a supervised practicum with an experienced Montessori teacher. The practicum involves classroom observation, preparing and giving lessons, conferring with the teacher, observations of and feedback to the adult student by the supervising teacher and by the teacher education program

Outcomes include experience in presenting lessons to children, classroom observation skills an practice, recording and lesson planning experience, assessment information, both Montessori and specific to the student teaching site, classroom management, experience with and instruction on working with children with learning differences, and a general day to day understanding of the role of the Montessori classroom teacher.

Students gain both the experience and confidence they need to begin teaching in a Montessori classroom.

	MACTE Practicum Hours	AMS Practicum Hours	AMI Practicum Hours
Early Childhood	400 clock hours with at least 120 hours of student teaching.	The Early Childhood practicum lasts a full academic year of **540 hours**	Trainees will complete a total of 90 hours of directed observation in established classrooms and document a total of 120 hours of practice teaching
Elementary	The practicum consists of 400 clock hours with at least 120 hours student teaching. A minimum of 200 additional clock hours is required which must include additional student teaching hours,	The Elementary practicum is defined as lasting a full academic year, with the adult learner working at the practicum site school in a Montessori Elementary environment at the age level of the course for a minimum of six	Elementary practicum for AMI EL requires 120 hours of supervised practice, 90 hours of observation, and 120 hours of supervised practice in an AMI recognized classroom with an AMI certified teacher.

		hours a day, five days a week, for nine consecutive months. For a minimum of 1080 hours.	
Adolescent/Secondary	The Adolescent / Secondary practicum is comprised of 400 clock hours with a minimum of 120 hours student teaching. A minimum of 425 additional clock hours is required, which must include additional student teaching hours, or additional academic contact hours	PRACTICUM MODELS AND TIME PERIODS – SECONDARY I & SECONDARY I-II Courses Length of Practicum – Min. 1080 hours The Secondary practicum is defined as lasting for a full academic year, with the adult learner working with Secondary age students at the practicum site for a minimum of six hours a day, five days a week, for nine consecutive months.	

Field experiences must be included in the program, and candidates must be supported. For an initial license, individuals must complete 10 weeks of supervised classroom experience in the endorsement area sought under the supervision of a teacher with demonstrated effectiveness in the classroom. [Consideration may be given to a deliberately structured supervised classroom teaching experience equivalent to 10 weeks.] One year of successful, full-time teaching experience in the employing public school or a teacher residency may be accepted. Describe the period of the field/clinical experiences and how candidates will be supervised:

All three organizations providing oversight of Montessori teacher training programs (AMS, AMI, and MACTE) mandate supervised field experiences that meet or exceed the 10 weeks required by the VDOE. APS is seeking recognition of the following practicum experiences as satisfying the licensing requirement of 10 weeks of supervised classroom experience:

- The American Montessori Society (AMS) practicum, which includes 1,080 hours of in-class, student teaching experience fulfilled by attending a class six hours a day, five days a week, over nine consecutive months in the same Montessori classroom. The practicum also includes a minimum of three field consultant visits and seminar contact hours.
- The Association Montessori Internationale (AMI) practicum, which includes a minimum of 210 hours of observation and teaching practicum in Montessori settings, which includes a visit and feedback from the trainer, plus a minimum of 190 hours of directed or supervised practice giving lessons with Montessori materials.
- MACTE accredited program practica, which include a minimum of 400 hours of student teaching in a Montessori classroom which includes a visit and feedback from the trainer.

Provide plans to assist any identified weaknesses:

Any APS Montessori Alternate Pathway to Licensure Program candidate in need of support will be provided with further professional development opportunities in Montessori strategies and assigned a coach. If necessary, the teacher will be placed on a Performance Improvement Plan as outlined in the APS Teacher Evaluation Handbook.

Describe the support provided to the teachers (mentors, coaches, induction programs, etc.):

All APS Montessori Alternate Pathway to Licensure Program teachers will be assigned a yearlong mentor from their grade-level team. Each grade-level will meet weekly in a Collaborative Learning Team with both the reading and math coaches to review student data and plan engaging lessons. The principal and assistant principal of the Montessori Public School of Arlington are AMS-trained Montessori educators. Both these administrators, as well as principals and assistant principals in other APS schools with Montessori classrooms, will provide direct feedback and support throughout the year during both formal and informal classroom observations.

Part V: ASSESSMENT AND PROGRAM EFFECTIVENESS

Describe the program's admission and exit criteria:

All candidates who meet the APS Montessori Alternate Pathway to Licensure Program guidelines (as outlined in Part II above) and are recommended by Human Resources personnel or any principal with Montessori classrooms will be admitted. The exit criteria will be successful completion of the APS Montessori Alternate Pathway to Licensure Program within the three-year provisional license time frame and demonstration of successful teaching as outlined in the APS Teacher Evaluation Handbook.

Describe how candidates will be assessed to ensure they have mastered the content, pedagogical knowledge, skills, and dispositions to effectively teach:

All APS Montessori Alternate Pathway to Licensure Program candidates for provisional and professional licenses will be assessed as outlined in the APS Teacher Evaluation Handbook. As part of the evaluation system all teachers will:

- Set student or learner/program progress SMART (specific, measurable, appropriate, realistic, and time limited) goals at the beginning of each school year. The results of the SMART goals are submitted and reflected on annually. This addresses the VDOE requirement for student academic progress to be included as 40% of a teacher's evaluation.
- Reflect on the commentary provided by the evaluator through the documented announced and unannounced observations.
- Probationary teachers are required to have three documented observations a year.
- Continuing contract teachers will have an observation in year 3 of the three-year cycle as part of the evaluation process.
- Part-time teachers will have one observation each year.
- Keep a documentation log in which they will submit one piece of evidence per standard per evaluation cycle, including lesson plans as required.
- Summarize professional activities.
- Participate in a mid-year review.
- Receive a summative evaluation at the end of the cycle.
- Probationary and part-time teachers' cycle is one year.
- Continuing contract teachers' cycle is three years.

Continuing contract teachers will receive an interim evaluation in years 1 and 2 of the 3-year evaluation cycle.

Describe program evaluation:

The APS Alternate Pathway to Licensure Program will be deemed successful when:

- 90% of APS Montessori Alternate Pathway to Licensure Program candidates receive a "effective," or "highly effective" rating on their end-of-year summative evaluation during their provisional licensure period.
- Positive feedback of 80% or higher on responses to survey administered annually to all APS Montessori Alternate Pathway to Licensure Program candidates and administrators of Montessori classrooms. (Survey to be developed by APS Planning and Evaluation Office.)
- At the completion of their APS Montessori Alternate Pathway to Licensure Program, 90% of the candidates will remain in APS to teach in a Montessori classroom.

Provide indicators of teacher effectiveness, including impact of the completers on PreK-12 learning:

APS has developed several indicators to measure observable, tangible behavior for successful teacher performance. Below is a summary of the seven performance standards and sample performance indicators for PreK-12 learning as outlined on page 39 in the APS Teacher Evaluation Handbook.

Performance Standard 1: Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

- Effectively addresses appropriate curriculum standards.
- Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.
- Demonstrates an ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.
- Demonstrates an accurate knowledge of the subject matter.
- Demonstrates skills relevant to the subject area(s) taught.
- Bases instruction on goals that reflect high expectations and an understanding of the subject.
- Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.
- Communicates clearly and checks for understanding.

Performance Standard 2: Instructional Planning

The teacher plans using the Virginia Standards of Learning, APS curriculum, effective strategies, resources, and data to meet the needs of all students.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

- Uses student learning data to guide planning.
- Plans time realistically for pacing, content mastery, and transitions.
- Plans for differentiated instruction.
- Aligns lesson objectives to the school's curriculum and student learning needs.
- Develops appropriate long- and short-range plans, and adapts plans when needed.

Performance Standard 3: Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

- Engages and maintains students in active learning.
- Builds upon students' existing knowledge and skills.
- Differentiates instruction to meet the students' needs.
- Reinforces learning goals consistently throughout the lesson.
- Uses a variety of effective instructional strategies and resources.
- Uses instructional technology to enhance student learning.
- Communicates clearly and checks for understanding.

Performance Standard 4: Assessment of and for Student Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

- Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- Involves students in setting learning goals and monitoring their own progress.
- Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.
- Aligns student assessment with established curriculum standards and benchmarks.
- Uses assessment tools for both formative and summative purposes, and uses grading practices that report final mastery in relationship to content goals and objectives.
- Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
- Gives constructive and frequent feedback to students on their learning.

Performance Standard 5: Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

- Arranges the classroom to maximize learning while providing a safe environment.
- Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.
- Maximizes instructional time and minimizes disruptions.
- Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- Uses cultural competency skills to identify and accommodate various learning styles and other individual differences.
- Demonstrates an understanding of cultural, ethnic and linguistic backgrounds and special needs to assist in the delivery of appropriate educational opportunities.
- Actively listens and pays attention to students' needs and responses.
- Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

Performance Standard 6: Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

- Collaborates and communicates effectively within the school community to promote students' well-being and success.
- Adheres to federal and state laws, school policies and ethical guidelines.
- Incorporates learning from professional growth opportunities into instructional practice.
- Sets goals for improvement of knowledge and skills.
- Engages in activities outside the classroom intended for school and student enhancement.
- Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
- Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.
- Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.
- Demonstrates consistent mastery of standard oral and written English in all communication.

Performance Standard 7: Student Academic Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

Note: Performance Standard 7: If a teacher effectively fulfills all previous standards, it is likely that the results of teaching -- as documented in Standard 7: Student Academic Progress -- would be positive. The Virginia teacher evaluation system includes the documentation of student growth as indicated within Standard 7 and recommends that the evidence of progress be reviewed and considered throughout the year.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

- Sets acceptable, measurable and appropriate achievement goals for student academic progress based on baseline data.
- Documents the progress of each student throughout the year.
- Provides evidence that achievement goals have been met, including school and department level identified measures as well as other multiple measures of student growth.
- Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.

> *Include information on program completers' satisfaction of the program and relevance to teaching, as well as information on the employer's satisfaction with the program preparation:*

A survey will be created and administered to all program completers to measure their satisfaction with the APS Montessori Alternate Pathway to Licensure Program and its relevance to teaching. In addition, a separate survey will be created and administered to all APS principals and other staff involved in the APS Montessori Alternate Pathway to Licensure Program to measure their satisfaction with the program preparation.

Part VI: PROGRAM REVIEW AND APPROVAL

Proposals will be reviewed by a panel convened by the Virginia Department of Education. The Virginia Board of Education must approve the alternate routes to licensure programs.

VIRGINIA DEPARTMENT OF EDUCATION PROGRAM STATUS MATRIX/Montessori

Early/Primary Education, Elementary Education and Middle Education Endorsements

Introduction

Montessori education was developed as an inquiry into how an educational method could be designed based on the needs of developing children. As any educator will say, every child is different, and built into the Montessori method is a system by which all lessons and classroom materials are adjustable to meet the individual needs of each child. Because the Montessori method has been masterfully designed in this way, this individualization is woven into most aspects of teacher preparation coursework and therefore how learning, behavioral, cultural, or socioeconomic differences are met in the classroom is not always separately articulated,

Montessori teachers are prepared specifically to teach in Montessori environments, and their coursework focuses on Montessori philosophy, history and pedagogy, with instruction on other philosophies, histories and pedagogies as a secondary focus. Child development from birth through adolescence is covered extensively, and predominantly with a Montessori lens, including a stronger focus on the age group intended for the student teacher.

Montessori teachers are not instructed on state or local assessments because the teacher preparation programs are almost never only focused on a specific location but prepare teachers who go on to teach all over the country and the world. In addition, technology in the form of computers or internet usage is not a part of the Montessori early childhood classroom and is added over time through elementary and middle school years as a purposeful tool. Montessori's theory that children first think and learn best in concrete ways and then children will abstract knowledge as they develop informs this methodology.

Montessori teachers spend large amounts of time observing both children and teachers in classroom settings as part of their preparation. In the classroom, observation is a cornerstone of the Montessori teaching method and observations are directly used to prepare and adjust lesson plans for each child, therefore the practice is "practiced" extensively through the preparation process. Observation is a prominent form of assessment in a Montessori classroom and includes detailed record keeping used for whole group and individual lesson planning. Montessori materials are designed to be self-correcting, so that a child may see (or not see) if they have completed their work effectively, and a teacher will be able to observe this without correcting the child. Montessori teachers are prepared to check for

understanding by asking open ended questions and to develop high order thinking skills by increasing the challenge when children have shown mastery. Nearly all public Montessori programs participate in state and local testing which will be supported by the school and district but not necessarily covered in Montessori teacher preparation. As children develop, they become involved in their own assessment and record keeping and eventually contribute to and lead parent teacher conferences in the elementary years.

In addition to classroom observation, Montessori teachers are required to complete a student teaching practicum in a Montessori classroom for the age group they are focusing on and with an experienced credentialed Montessori teacher.

Please note that there are a few places where there is not complete or specific information from a particular program even though they are included in the teacher preparation. As the syllabi are meant for use within the program, occasionally an item may not be articulated. All supporting documents (Handbooks, Syllabi, etc.) can be found here or in the attached supporting documentation.

8VAC20-543-90. Professional studies requirements for early/primary education, elementary education, and middle education.	Overview and MACTE	AMS-Affiliate	AMI Affiliate
Professional studies requirements for early/primary education, elementary education, and middle education:			
1. Human development and learning (birth through adolescence).	Montessori teacher preparation programs at all levels will include a complete overview of human development from birth through adulthood through		

	the lens of the Montessori stages of development and will also include an intensive focus on development for the age range of children on which the credential is focused. Credentials focused on elementary children also have requirements for more intensive study on early childhood development as entry or foundational requirements. The development of all aspects of the child: intellectual, physical, social emotional, speech and language is integrated into every subject area of the Montessori teacher education and in every aspect of teacher preparation.		
a. Skills in this area shall contribute to an understanding of the physical, social, emotional, speech and language, and intellectual development of children and the ability to use this understanding in guiding learning experiences	**a. MACTE Competencies:** • Human Growth and Development Level specific subject matter as outlined below (practical life, language, geometry, etc.) ▪ Cosmic education ▪ Peace education	**a. Early Childhood AMS,** *Child Development and Psychology*, Course Objectives: • To increase understanding of the changing needs of young children as they develop, focusing on the total development of the	**a. Early Childhood AMI,** *Foundations of the Montessori Method*, Course Objectives: To give a survey of the development of the young child in accordance with the psychology of Montessori. Particular emphasis is given

and relating meaningfully to students.	▪ The arts
	▪Fine and gross motor skills
	  • Correct use of Montessori materials
	  • Scope and sequence of curriculum (spiral curriculum)
	  • The prepared environment
	  • The purpose and methods of observation
	  • Planning for instruction
	  • Assessment & documentation
	  • Support and intervention for learning differences
	  • Culturally responsive methods
		child from two and one half to six years.
		 • To help students develop the capacity for helpful responses to the child's needs.
		• To relate the theories of Montessori to those of Rogers, Erikson, Maslow, Piaget, Csikszentmihalyi.
		• To introduce the contributions of other contemporary theorists such as Gardner, Vygotsky, Chomsky, Luria and the work of other experts in the field such as Jane Healy and David Elkind.
		• To become acquainted with methods of educational research, such as observation, case studies and surveys.
		• To develop the ability to contribute effectively to parent education.
		(AMS EC Syllabus Pages 1-2)
			to children three to six plus years old. (WMI Loyola Primary Syllabus page 2)
			
			Early Childhood AMI
			Course _Child Development and Montessori Theory_
			Course Description:
			This material covers the development and characteristics of children between the ages of three and six, including fundamental human needs, basic human tendencies, the role of movement in education, the relationship between physical experience and brain development, psychological development, and social development. Lectures include the medical and pedagogical research of Maria Montessori, her discoveries about the context and nature of learning, her early schools, and the formulation of pedagogy known as the Montessori Method. Lectures include essential features

			of the prepared environment, the function of scientifically designed didactic learning materials, and the role of the prepared adult in administration of the system for maximum benefit by children. (AMI MINT p. 3)
1.b. The interaction of children with individual differences - economic, social, racial, ethnic, religious, physical, and cognitive - should be incorporated to include skills contributing to an understanding of developmental disabilities and developmental issues related, but not limited to, low socioeconomic status; attention deficit disorders; developmental disorders; gifted education, including the use of multiple criteria to identify gifted students;	**1.b. MACTE Competencies:** • Understands scope and sequence of curriculum (spiral curriculum) • Understands planning for instruction • Understands reflective practice • Understands culturally responsive methods	**1.b. Early Childhood AMS** *Montessori Philosophy,* **Discussion of practical applications of the Montessori philosophy in today's diverse classrooms and beyond**, including the potential impact of Montessori's vision of education for peace. Course Objectives: • To acquaint the learner with the ways in which various philosophical movements and thinkers have influenced education, from Aristotle and Socrates down to our time.	**1.b. Early Childhood AMI** *Foundations of the Montessori Method* Purpose: To give a survey of the development of the young child in accordance with the psychology of Montessori. Particular emphasis is given to children three to six plus years old. (WMI Loyola Primary page 1) **1.b. Elementary AMI,** *Foundations of the Montessori Method* Course Objectives:

substance abuse; trauma, including child abuse, and neglect and other adverse childhood experiences; and family disruptions.		• To situate Montessori's educational philosophy within its historical context and view its relationship to contemporary education. • To analyze the essential elements of Montessori education. • To help the learner formulate a personal educational philosophy and plan for its practical implications in the world of education today. (AMS Seton Syllabus, p 3) **1.b. Elementary AMS,** *Child Development* Course Objectives: This course gives the adult learner an overview of theories of child development; the adult learner will compare and contrast these theories with those of Montessori. Stages of development will be presented and discussed; areas of development will include physical, cognitive, emotional and social. Increased understanding of child development will result from presentations and	• To understand the implications of the specific psychological characteristics of the child 6 to 12 for the design of the elementary prepared environment. In particular the importance of cultivating the power of imagination in the child from 6 to 12 years of age. • To understand that the learning of the child occurs through the activity of the child rather than through verbal interaction with the teacher. • To understand the personal change and professional growth necessary for an adult to guide life—the adult's own life and the child's life. (WMI Elementary p 1)

| | | discussions concerning children's development including Montessori's Planes of Development, Piaget's research, Erikson's eight stages of psychological development, Freud's description of human phases, and Vygotsky's appreciation of both developmental and environmental forces in the realm of cognitive development. Current research is introduced. Physical development, social and personality development, the child's relationship and responsibility to humankind, language development, and cognitive and logical mathematical development are discussed. This course also addresses curriculum design based on characteristics of the child. (Institute of Advanced Studies Elementary I and II Syllabus p. 8 from here on referred to as IAMS I and II)

1.b. Elementary AMS Course *Child Development* Relevant Course Syllabus: | |
|---|---|---|---|

		II. Special Developmental Concerns A. Learning Differences B. Dyslexia C. Down Syndrome D. Autism, PDD E. AD/HD, Executive Function Disorder F. Rights and Responsibilities (IAMS pp	
2. Curriculum and instruction. **a.** Early/primary education preK-3 or elementary education preK-6 curriculum and instruction. **(1)** Skills in this area shall contribute to an understanding of the principles of learning; the application of skills in discipline-specific methodology; varied and effective methods of communication with and among students; selection and use of materials, including media and contemporary technologies;	**2. a. (1)** **MACTE Competencies:** Subject matter for each Course Level* (IT, EC, etc.) not to exclude: ▪ Level specific subject matter as outlined below* (practical life, language, geometry, etc.) ▪ Cosmic education ▪ Peace education ▪ The arts ▪ Fine and gross motor skills (1c) • Demonstrates knowledge of community resources for learning (1d) Correct use of Montessori materials (2a)	**2 a. (1)** **Early Childhood AMS** *Sensorimotor* Course Objectives • To introduce the extension of materials for auditory development into the study of music • To introduce the activities of perceptual motor development for the Early Childhood environment. (AMS EC Syllabus page 8) **2.a.(1) Early Childhood AMS** *Mathematics* Course Objectives	**2 a. (1)** **Early Childhood AMI** *Perceptual Motor Development,* Purpose: To show by demonstration and lecture a group of activities known in Montessori education as Exercises for the Education for the Senses that are designed to lead the child to an intelligent and imaginative exploration of the world. Content includes identification of a child's process of classifying his world, problem solving, and critical thinking. (WMI Primary Syllabus page 2)

and selection, development, and use of appropriate curricula, methodologies, and materials that support and enhance student learning and reflect the research on unique, age-appropriate, and culturally relevant curriculum and pedagogy.	• Scope and sequence of curriculum (spiral curriculum) (2b) • Understands the prepared environment (2c) • Understands planning for instruction (2f) • Understands assessment and documentation (2g) • Understands reflective practice (2h) • Understands support and intervention for learning differences (2i) • Understands culturally responsive methods (2j) • Authentic assessment (3b)	• To understand the child's developmental progression towards abstraction. • To impart the techniques in presenting the Montessori Math Materials • To introduce the sequencing of presentations in relation to each other and to the other areas of the class. (AMS Seton EC Syllabus p 10) **2.a.(1). Early Childhood AMS** _Language,_ Course Objectives • To study language as it relates to the intellectual development of the child • To impart cultivating the child's language skills • To analyze the specific Montessori apparatus.	**2.a.(1) Early Childhood AMI** Course: _Language Arts Reading Curriculum Instruction_ Purpose: To show by demonstration and lecture the exercises for the development of spoken and written language development, pre-reading and reading skills appropriate for children from three to six plus years. Content includes a focus on self-confidence and self-expression within a social setting. There is also emphasis on spoken. and written language in the areas of daily life, storytelling, composition, literature, geography, history, biology, science, music, art, as well as the functional aspects of grammar, syntax, and reading analysis. (WMI Primary Syllabus page 3) **2.a.(1) Early Childhood AMI** Course: _Mathematics and Science Curriculum and Instruction_ To show by

		To introduce extensions and variations of the presentation for older children. (AMS EC Syllabus p 12) **2.a.(1) Early Childhood AMS** *Cosmic Approach Geography, History and Natural Science* Course Objectives • To study how the child relates to space, time, matter and energy. • To demonstrate techniques for presenting Montessori materials in geography, history and natural science. • To instill sensitivity and awareness of the world community in relation to classroom planning and curriculum, especially in relation to seasonal activities, cultural studies and celebrations. (AMS EC Syllabus p 15)	demonstration and lecture the exercises of mathematics and science which give sensorial foundations for counting, arithmetic, geometry, algebra, and fractions of whole numbers, as well as for biological and physical science experiences appropriate for young children. (WMI Primary Syllabus page 4) **2.a.(1) Elementary AMI** Course *Mathematics curriculum and instruction for the Elementary years* Course Objectives: • To learn how to bring mathematics to the child recognizing that the child's mind has a natural predisposition towards mathematical concepts such as ordering, numbering, and use of symbols to express ideas and relationships. • To understand how to introduce the topic of measurement, a unit

		2.a.(1) Early Childhood AMS, Course _Aesthetic and Creative Development (other)_ Course Objectives: • To give information about aesthetic and creative development in children • To offer an approach to introducing children to elements of artistic design and an appreciation of fine art. (AMS EC Syllabus p 16) **2a.(1) Early Childhood AMS** Course _Classroom Leadership and School Administration_ Relevant Course Objectives: • To introduce the learner to standard practices of classroom leadership and management including preparation of the environment, planning of the daily, monthly and annual schedules, and responding to needs encountered with different early childhood	of measure, and measurement of various quantities. • To understand how to introduce and incorporate mathematical problem solving in all areas o5f the curriculum. • To understand how to introduce the child to the computer and its importance in today's technological society. To introduce the older child to the practical use of the calculator. (WMI Elementary Syllabus p 2-3) **2.a.(1)Elementary AMI** Course _Foundations of the Montessori Method_ Course Objectives: • To understand the implications of the specific psychological characteristics of the child 6 to 12 for the design of the elementary prepared

| | | program arrangements (half-day, full-day, extended day) • To discuss procedures for start-up of a new class and start of the school year. • To analyze styles and methods of behavioral intervention with children at different stages in the normalization process. • To discuss assessment and evaluation of children. (AMS EC Syllabi pp. 17-19)

2a. (1) Elementary AMS Course *Classroom Leadership/Management in the Lower Elementary Classroom*

This course introduces the Adult Learner to basic principles of effective classroom management, environmental design, and parent involvement and education. Specific topics include starting a new class including the first day, week and month; planning a three-year cycle: preparation of the physical environment; ground rules; spiritual/psychological | environment. In particular the importance of cultivating the power of imagination in the child from 6 to 12 years of age.
• To understand that the learning of the child occurs through the activity of the child rather than through verbal interaction with the teacher.
• To understand the personal change and professional growth necessary for an adult to guide life—the adult's own life and the child's life. (WMI Elementary p 1)

2.a.(1) Elementary AMI Course *Montessori Classroom Methods* Course Objectives:
• To understand the role of the teacher. This role is an active one and is dependent |

		conditions of the environment; schedule preparation and record keeping; curriculum integration; field trips; and the role of the teacher as initiator, observer, group leader, and keeper of records. Also discussed are how to place students new to Montessori in the curriculum; developing a working relationship with the parents (conferencing and progress reports); being aware of cultural differences and diversity in all forms. (AMS Elementaray IAMS p. 11)	upon the knowledge base and skills of the teacher.
		2.a.(1) Elementary AMS Course *Language Curriculum* Course Description: The Elementary I Adult Learner experiences oral language strategies; writing activities including development of mechanical skills, creative writing of both prose and poetry, and beginning research skills; and developmental reading materials and activities.	• To understand how to conduct a class, including maintaining a plan book, keeping daily records, adapting to the needs of particular children, and evaluating and reporting children's progress (WMI Elementary Syllabus p. 5) **2.a.(1) Elementary AMI** Course *Language Curriculum and Instruction for Elementary years* Course Objectives: • To understand the importance of the development of language, both spoken and written, in the evolution of human beings and in the development of the individual. • To understand how to assist the child, when necessary, in the

		Grammar studies include Montessori's Function of Words and the grammar boxes; reading and sentence analysis is introduced. Also included are studies in the areas of literature; phonogram study; spelling of phonetic and non-phonetic words; library/reference skills; research skills. The History of Written Language and Writer's workshop are woven through the areas of study. (IAMS pp 24-34) The Elementary II Adult Learner builds on the foundation laid in the Elementary I course; the areas of literature, grammar and composition are explored in increased detail. The History of Written Language and writer's workshop are integrated throughout both levels of study. (IAMS pp 72-74) **2.a. (1) Elementary AMS** Course *Mathematics and Geometry* Course Description This course presents arithmetic in three parallel	development of reading and handwriting skills. • To understand how to introduce the Montessori materials and presentations for grammar, including morphology (work study), syntax (parts of speech and sentence analysis), semantics (meaning), and etymology (history). • To understand how to support the process of the development of writing skills in both imaginative and functional contexts. • To understand how to support the development of spoken language skills (speeches, discussions, reports, recitation, dialogue). • To understand the importance of children's exposure to literature. To appreciate the child's

| | | sequences - counting work, operations, and table memorization. The Elementary I Adult Learner experientially explores the decimal system including concept of number and quantitative relationships; the four fundamental operations with whole numbers, fractions, and decimal fractions; table memorization activities; laws of arithmetic; exponential notation; introduction to algebra; problem solving; supplemental activities including time, money, and measurement. The Elementary II Adult Learner builds on this base expanding to exponential notation involving squaring/square root and cubing/cube root; base systems; measurement equivalencies; probability and statistics (data collection and methods of data display) and algebra. The History of Mathematics is webbed throughout both levels of this course. **Geometry:** | study of literary style, his/her own and others.
 • To bring the child to an awareness of basic library/reference and research skills. (WMI Elementary Syllabus p. 10)

 Elementary AMI Course *Physical and Biological Science Curriculum and Instruction for the Elementary years*
 Course Objectives:
 • To understand how to introduce various elements of biology; i.e., needs of plants and animals, physiology of plants and animals in connection with their needs for survival, and the close relationship between the physical environment and the various life forms.
 • To understand how to introduce a classification scheme |

		The study of geometry is usually the first "place" a child experiences the reality of his abstract reasoning power. Instead of depending on his senses, which can deceive him, the child learns to depend upon his reasoning skills. This course presents the Elementary I Adult Learner activities and nomenclature for geometric forms; lines; angles; polygons; and introductory congruency, similarity and equivalence. Building on this base, the Elementary II Adult Learner explores nomenclature of additional geometric shapes; advanced work with angles; perimeters and areas; advanced congruency, similarity and equivalence; the Pythagorean Theorem; geometry of the pentagram; and geometry with solids including volume. (IAMS pp 35-44) Elementary II: This course presents arithmetic in three parallel sequences – counting work, operations, and table memorization.	for plants and animals. - To understand how to introduce the nomenclature of physical and political geography. - To understand how to introduce various elements of physical geography, e.g., formation of the earth and the solar system, the composition of the earth, the work of the sun, air, and water, the formation of mountains, river, and other physical features, day and night, the seasons. - To understand how to introduce human response to geographical phenomena; e.g., maps, latitude, meridians and time zones. - To understand how to introduce the effects of various geographical

| | | **2a.(1) Elementary AMS** Course *Physical Sciences* Course description: This course is also an integral part of the Cosmic Curriculum. Building on the astronomy and cosmology presented in social studies, chemistry is introduced through work with elements, the Periodic Table, and states of matter. Energy studies include different forms, transformations, friction, electricity and the electromagnetic spectrum. The Elementary I Adult Learner learns age-appropriate presentations and experiments for exploration of electricity, magnetism and simple machines. (IAMS 56-58)

2a.(1) Elementary AMS Course *Biological Sciences* Course Description: This course is an integral part of the Cosmic Curriculum. It develops within the child an initial positive feeling and appreciation for the world of nature. It also provides the | phenomenon on the lives of human beings, for example, weather, climate, economics, and commerce. (WMI Elementary Syllabus p. 15-16)
Elementary AMI Course *Social Studies Curriculum and Instruction for the Elementary Years* Course Objectives:
• To understand how to introduce the development of the Earth and prehistoric life upon it. To understand how to introduce the developments of the life of human beings throughout the ages. In particular, to understand how to introduce the social studies of the child's own country.
• To understand how to utilize time-lines, charts, field trips, films, and artifacts to illustrate the |

		Elementary I Adult Learner with the tools to help the child acquire a reverence for life in all of its forms and to perceive the impact of man and his culture on the natural world. Beginning with the Six Kingdoms of Life, this course lays the foundation for scientific exploration in both zoology and botany. In zoology, the Adult Learner explores the first animal questions, simple animal stories, identification and study of animal classes, introductory nomenclature, and external and internal body structure of animals. In botany, the first plant questions, simple plant stories, introductory botanical nomenclature and classification are presented. Environmental studies and responsibilities are presented, and the microscope is introduced. (IAMS pp 4-8) Elementary II: This course is an integral part of the Cosmic Curriculum. The Elementary II course builds	development of human life on the earth. (WMI Elementary Syllabus pp 19-20)

		on the foundation from the Elementary I content and incorporates studies of the structure of life and cellular biology. Additional work is introduced with the microscope, and this allows more detailed study of the lower kingdoms (Archaea/Bacteria, Protista, and Fungi). The role of viruses is explored, and botany and zoology are expanded to look at the systems that exist within individual phyla and classes. Classification is expanded to incorporate research through the use of Chinese boxes and the children's skills are validated with work on the Tree of Life. Throughout these studies, the role of various organisms and their impact on the biosphere is explored. Also covered are Human Anatomy (The Great River) and studies on ecology. (IAMS pp. 62-65) **2a.(1) Elementary AMS** Course *History and Geography* Course Description:	

		Beginning with a sensorial introduction to physical geography, this course takes the Elementary I adult learner through a variety of globes, maps and mapping, geographical features, and creation of imaginary islands which assist the child in experiencing his place in the world and coming to realize his responsibility for the same. Astronomy and cosmology are explored including the formation of the universe, stars, our Solar System, and the composition of the universe. The structure of Earth, the composition of Earth, and our changing Earth lay the foundation for the geologic history of Earth (see 6.3.5.8 History) and 6.3.5.10 Earth Sciences. Also see 6.3.5.9 Sciences, as these all are part of Dr. Montessori's Cosmic Curriculum. Montessori's Great Lessons are webbed throughout Geography and History	

| | | History: Building on the base laid in geography, the Student travels through time and space as the geologic history of the earth is explored. The concept of time is presented as this is now an emerging sense in the elementary child; personal timelines are presented. Geologic time is explored expanding from the introduction to the cosmos in 6.3.5.7 Social Studies (Elementary I) with the Clock of Eras and Earth's geologic timeline. As humankind appears on the timeline, the Fundamental Needs of Humankind are introduced as children experience the similarities among and commonalties of people throughout the world. Prehistory and the history of mankind are explored at the midyear session. (IAMS pp18-24) | |
| | **2 a. (2)** While AMS, AMI and MACTE have not historically instructed teachers on principles of | At the Elementary II level, beginning with a review of the first timeline of humans, this course explores the | **(2) a.(2)AMI,** AMI-USA like AMS, established systems for supporting teachers and schools through the challenges of remote learning. They implemented sessions for both providing |

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online learning, because Montessori has historically been a hands-on learning approach, over the last couple of years many adaptations have been implemented. All three organizations have developed standards and support for online teacher preparation and AMS and AMI have provided extensive support for teachers at all levels 0-18	evolution of humankind including cultural, philosophical, technological and artistic development. Ethnological geography is introduced in timeline studies. Timelines include the Second Timeline of Humans (Old World, Humans - New World), Ancient Civilizations, the Middle Ages, the Age of Exploration, and Colonial American History. Various history-based experiences are incorporated. (pp 60-72) **2a.(2) AMS**, Initially, during the pandemic, AMS ran weekly and later monthly live sessions (still running) to support teachers as they were moving into virtual learning. This was divided by credential levels. Teachers come together to share ideas and resources; we also had our staff periodically presenting. Teacher	support and for schools and staff to share adaptations of schoolwork to support children and families through online activities. These resources continue to be available although not specifically through AMI-USA. The AMI-USA annual Conference featured:Going With The Flow: Transitioning between in-person, hybrid, and virtual learning environments. We will also focus on how we can continue to stay grounded in our Montessori pedagogy while adapting**.** They also offered online discussion boards on topics of remote/online teaching.

2) Understanding of the principles of online learning and online instructional strategies and the application of skills to deliver online instruction shall be included.	**2.a.(3) MACTE Competencies:** 2i. Support and intervention for learning differences Written assignments, class discussion 2j. Culturally responsive methods	education has access to an Canvas Learning Management System at a very reduced cost and is offered training to teach online for a nominal fee. This course is facilitated by a university experienced online designer. The training is called Online OnBoard. In addition AMS is providing support through their website here: https://amshq.org/COVID19#using-technology-to-teach	**2.a.(3)AMI Early Childhood,** *Child Development and Montessori Theory*, Course Objectives: This material covers the development and characteristics of children between the ages of three and six, including fundamental human needs, basic human tendencies, the role of movement in education, the relationship between physical experience and brain development, psychological development, and social development. Lectures include the medical and pedagogical research of Maria Montessori, her discoveries about the context and nature of learning, her early schools, and the formulation of pedagogy known as the Montessori Method. Lectures include essential features of the prepared environment, the function of scientifically designed didactic learning

		2.a.(3)Early Childhood AMS Course _Child Development and Psychology_ Relevant Course Objectives Part IV • Survey of modern brain research and intellectual development. • Language development: Vygotsky, Chomsky, Luria • Jane Healy - Child's Growing Mind • Gardner's Multiple Intelligences: Logico-Mathematical thinking; Learning Styles Part V • Observing and Assessing Development • Developmentally Appropriate Classroom Leadership • Children with Special Needs	materials, and the role of the prepared adult in administration of the system for maximum benefit by children. (AMI EC Syllabus, MINT P3) **2.a. (3) AMI Elementary**, _Child Development and Montessori Theory,_ Course Objectives: This material covers the development and characteristics of children between the ages of six and twelve, including fundamental human needs, basic human tendencies, the role of movement in education, the relationship between physical experience and brain development, psychological development, social development, and Cosmic Education. Lectures include the medical and pedagogical research of Maria Montessori, her discoveries about the context and nature of learning, her early schools, and the formulation of pedagogy known as the Montessori
(3) Instructional practices that are sensitive to culturally and linguistically diverse learners, including English learners, gifted and talented students, and students with disabilities; and appropriate for the level of endorsement (preK-3 or preK-6) sought shall be included.			

		• Special Topics (AMS EC Syllabus p. 1) **2.a. (3) Elementary AMS** Course *Child Development* Relevant Course Syllabus: II. Special Developmental Concerns A. Learning Differences B. Dyslexia C. Down Syndrome D. Autism, PDD E. AD/HD, Executive Function Disorder F. Rights and Responsibilities (IAMS pp 8-11) Course *Classroom Leadership and Management* Course Overview: This course introduces the Adult Learner to basic principles of effective classroom management, environmental design, and parent involvement and education. Also discussed are how to place students new to Montessori in the curriculum; developing a working relationship with the parents (conferencing and progress reports); being	Method. Lectures include essential features of the prepared environment, the function of scientifically designed learning materials, and the role of the prepared adult in administration of the system for maximum benefit by children. (AMI EL Syllabus, MINT, P1)

2 a. (4)
Note: See attached APS Crosswalks to VSOL. APS is currently in the process of completing alignments for older children and would be available to report on that for reviewers.

Note: Montessori classrooms are specifically designed to create endless opportunities for children to use materials and activities, both alone and independently as they develop knowledge, skills, relationships and their perception of the world. This

2.a.(4) AMI Early Childhood, *Child Development and Montessori Theory*,
Course Objectives:
This material covers the development and characteristics of children between the ages of three and six, including fundamental human needs, basic human tendencies, the role of movement in education, the relationship between physical experience and brain development, psychological development, and social development. Lectures include the medical and pedagogical research of

	classroom is the core of a child's experience and the development and management of that environment infiltrates every aspect of Montessori teacher preparation.	aware of cultural differences and diversity in all forms. (IAMS pp. 3-11)	Maria Montessori, her discoveries about the context and nature of learning, her early schools, and the formulation of pedagogy known as the Montessori Method. Lectures include essential features of the prepared environment, the function of scientifically designed didactic learning materials, and the role of the prepared adult in administration of the system for maximum benefit by children (AMI EC Syllabus, MINT P3)
(4) Teaching methods shall be tailored to promote student engagement and student academic progress and effective preparation for the Virginia Standards of Learning assessments.	**2.a. (4) MACTE Competencies:** • Scope and sequence of curriculum (spiral curriculum) (2b) • The prepared environment(2c) • Planning for instruction (2e) • Assessment & documentation (2g) • Reflective practice (h) • Support and intervention for learning differences(2i) • Culturally responsive methods Written assignments (2j) (MACTE Guide to Accreditation, p. 22)	**2.a.(4) Early Childhood AMS** Course *Child Development and Psychology* Course Objectives: To increase understanding of the changing needs of young children as they develop, focusing on the total development of the child from two and one half to six years. • To help students develop the capacity for helpful responses to the child's needs. • To relate the theories of Montessori to those of Rogers, Erikson, Maslow, Piaget, Csikszentmihalyi. • To introduce the contributions of other contemporary theorists such	**2.a.(4) AMI Elementary**, *Child Development and Montessori Theory,* Course Objectives: This material covers the development and characteristics of children between the ages of six and twelve, including fundamental human needs, basic human tendencies, the role of movement in education, the relationship between physical experience and brain development,

| | | as Gardner, Vygotsky, Chomsky, Luria and the work of other experts in the field such as Jane Healy and David Elkind.
• To become acquainted with methods of educational research

2.a.(4) Early Childhood AMS
Part V
• Observing and Assessing Development
• Developmentally Appropriate Classroom Leadership
• Children with Special Needs
• Special Topics (AMS EC Syllabus p. 1)
2.a. (4) Elementary AMS
Course *Classroom Leadership*
IV. Spiritual/psychological conditions of the environment
A. The Montessori approach to discipline
1. The nature of discipline | psychological development, social development, and Cosmic Education. Lectures include the medical and pedagogical research of Maria Montessori, her discoveries about the context and nature of learning, her early schools, and the formulation of pedagogy known as the Montessori Method. Lectures include essential features of the prepared environment, the function of scientifically designed learning materials, and the role of the prepared adult in administration of the system for maximum benefit by children. (AMI EL Syllabus, MINT, P1) |

| | | 2. The fundamentals of the Montessori approach to discipline
    a. Teaching grace and courtesy
    b. Modeling the behavior we expect of the children - tone setting
    c. Cueing strategies
    d. Reinforcement strategies e. Isolation strategies - logical consequences
    f. Redirecting the child's attention
    g. Looking for the underlying cause of "bad" behavior
3. Strategies for coping with the difficult child
4. Working with your administrator, co-teachers, and the parents. (IAMS Syllabus pp 11-17)

I. Planning a Three-Year Cycle
    A. Schedules for year
    B. Schedules for month
    C. Schedules for week | |
| | | | |

		D. Schedules for day	

	2.a.(5)
	 MACTE Competencies:
	 • Parent/teacher/family /community partnership (2d)
	 • Parent/teacher/family partnership (3d)
	 • Professional responsibilities (3e)
	 (MACTE Guide to Accreditation p. 22)
	 Notes: For **(iv)** Montessori teacher preparation is not state specific so would not include these state specific items, however, APS Montessori teachers are evaluated on 7 standards and the 7th standard is Student Academic Progress.
	 All APS teachers complete a Smart Goal that is based on academic progress for their identified students. They set the goal in the fall then
		VI. Role of the Teacher
		     A. Initiator
		     B. Observer
		     C. Group Leader
		     D. Keeper of Records
		 VII. Record Keeping
		     A. Record Keeping
		     B. Work plans, Teacher Expectations
		     C. Managing Children's Work
		
		 Course *Child Development*
		 I. Latest Brain Research
		 II. II. Special Developmental Concerns
		     A. Learning Differences
		     B. Dyslexia
		     C. Down Syndrome
		     D. Autism, PDD
		     E. AD/HD, Executive Function Disorder
		     F. Rights and Responsibilities
		 IAMS Syllabus pp 15-17)
			2.a.5 AMI, The specific AMI syllabi that we have do not itemize these requirements., however, as MACTE accredited program would have had to exemplify they meet or exceed the requirements as itemized by the MACTE Guide to Accreditation.

	monitor progress using an assessment tool then submit results at end of year. (see Standard 7 Smart Goal Setting Form from APS) APS has crosswalked Montessori classroom activities with the VSOL (see APS VSOL documents attached) and is in the progress of extending those crosswalks to higher levels. APS staff are available to answer questions if necessary. **(v)** APL Montessori does not utilize the Virginia Foundation Blocks for Early Learning	**2.a.(5)Early Childhood AMS** Course *Classroom Leadership and School Administration* Course Objectives - Demonstrates and implements Parent/teacher/family partnership - Demonstrates an implement professional responsibilities. (EC 2015 Syllabi p. 17) **2.a.(5) Early Childhood AMS** Course *Parent Involvement* - Overview of family dynamics: structure, roles, communication. - Techniques for home/school communication - Parent education from birth to puberty - Parent workshops - Training parents for classroom roles	
(5) Study in (i) methods of improving communication between schools and families, (ii) communicating with families regarding social and instructional needs of children, (iii) ways of increasing family engagement in student learning at home and in school, (iv) the Virginia Standards of Learning, and (v) Virginia Foundation Blocks for Early Learning:			

Comprehensive Standards for Four-Year-Olds prepared by the department's Office of Humanities and Early Childhood shall be included.		• Conferences (AMS EC Syllabus p. 19) **2.a.(5) Elementary AMS** Course *Classroom Leadership/Management in Elementary* Relevant Course Objective: Parent Communication portion of the album created throughout practicum year that includes: 1. Introduction – define community served including children, parents, staff and greater geographical community 2. Individual Classroom: Written communication Documentation of oral communication Conferences with written documentation Reporting instruments School/class events notification. Parent Relations, Communication, Notes and Updates 1. How to develop positive professional relationships with parents a. Communicating well and often	

		b. Making your parents feel at home in your class yet having them feel comfortable with your class ground-rules	
	2.a.(6) **MACTE Competencies** • Parent/teacher/family /community partnership (2d) • Parent/teacher/family partnership (3d) • Professional responsibilities (3e)	2. Creating real interest and basic understanding about what goes on in a Montessori classroom a. Avoiding "professionalese" b. Determining what they really want to know at any given point c. Avoiding the barriers to positive parent-school communication d. Presenting information and experiences that raise their level of interest and awareness, and give them meaningful information 3. Designing a schedule of parent education programs for a year 4. Organizing parent observation guidelines and opportunities 5. People Mornings/People Nights (IAMS Syllabus p. 17)	

		2.a.(6) Early Childhood AMS Course _Classroom Leadership and School Administration_ Course Objectives - Demonstrates and implements parent/teacher/family partnership - Demonstrates and implement professional responsibilities. (EC 2015 Syllabi p. 17) **Early Childhood AMS** Course _Parent Involvement_	
(6) Early childhood educators must understand the role of families in child development and in relation to teaching educational skills.	**2.a.(7)** **Note:** Montessori early childhood classrooms are specifically designed to create endless opportunities for children to use materials and activities, both alone and independently as they develop knowledge, skills, relationships and their perception of the world. This classroom is the core of a child's experience and the development and management of that environment infiltrates every	- Overview of family dynamics: structure, roles, communication. - Techniques for home/school communication - Parent education from birth to puberty - Parent workshops - Training parents for classroom roles Conferences (AMS EC Syllabus p. 19)	**2.a.(7)Early Childhood AMI** Course _Human Relations and Self Awareness_ Purpose: To show by demonstration and lecture a group of activities known in Montessori education as the Practical Life Exercises. These exercises are designed to enable independent functioning, social grace, and

	aspect of Montessori teacher preparation.		self-esteem among children between the ages of three and six plus years. Content includes Development of Coordinated Movement, Health, Safety both indoors and outdoors, and spontaneous, free choice of activities. (WMI AMI EC Syllabus p. 2)
	2.a.(7)MACTE Competencies: 1a. Montessori Philosophy1b. Human Growth and Development 1c. Subject matter for each Course Level* (IT, EC, etc.) not to exclude: ▪ Level specific subject matter as outlined below* (practical life, language, geometry, etc.) ▪ Cosmic education ▪ Peace education ▪ The arts ▪ Fine and gross motor skills 2a. Correct use of Montessori materials 2b. Scope and sequence of curriculum (spiral curriculum) 2c. The prepared environment 2e. The purpose and methods of observation reports 2f. Planning for instruction 2g. Assessment & documentation Child-study	**2.a.(7)Early Childhood AMS** Course _Practical Life_ OUTLINE OF CONTENT: 1. Analysis of Human Development and Daily Living 2. Analysis of elementary movements: pouring, spooning, folding, squeezing 3. Exercises in the Care of the Person: buttoning, zipping, buckling, tying. using spoon, knife and fork, etc. 4. Exercises in the Care of the Environment: dusting, sweeping, scrubbing, polishing, food preparation & nutrition, table setting, washing dishes, etc. plant care and gardening, sewing and simple Carpentry 5. Grace and Courtesy – Teaching of respectful	
7) Early childhood educators must understand the role of	2h. Reflective practice Yearlong journal		

the informal and play-mediated settings for promoting students' skills and development and must demonstrate knowledge and skill in interacting in such situations to promote specific learning outcomes as reflected in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds	2i. Support and intervention for leadership **Note**: APL Montessori does not utilize the Virginia Foundation Blocks for Early Learning	interactions and language with others. 6. Perceptual Motor Development Body Awareness: Balance, Locomotion, Non-locomotion, Tracking (AMS EC Syllabus page 7)	
	2.a.(8) Note: Montessori teachers are instructed on basic systems within the Montessori method that include record keeping and observation. Individual		

	schools and programs will choose methods and technology that may be used for record keeping and reporting and will provide appropriate training for their staff on those. Montessori teacher preparation will not include state specific training or certification and the expectation would be that the hiring school or district in order to ensure that the training and knowledge meets both state and local requirements.		
	2.a.(9) Montessori teachers are required to complete extensive student teaching, referred to as a practicum. That practicum includes within the hours observation		**2.a.(9)AMI Early Childhood,** _Practicum,_ The aim of this subject is to provide the opportunity to work under the direction of a qualified

(8) Demonstrated proficiency in the use of educational technology for instruction shall be included. Study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Virginia Board of Education in consultation with the Virginia Department of Social Services and training or certification in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators must be included.	and gradual integration of the student teacher into the classroom setting. The student teacher accompanies the lead teacher/mentor through all aspects of leading the classroom which would include all technical and safety/local/state requirements. **2.a.(9) MACTE Competencies** **Early Childhood-** The practicum is comprised of 400 clock hours with at least 120 hours student teaching. **Elementary:** The practicum is comprised of 400 clock hours with at least 120 hours student teaching. A minimum of 200 additional clock hours is required which must include additional student teaching hours, or additional academic contact hours. (MACTE Guide to Accreditation p. 21)	**(9)AMS Early Childhood,** *Practicum,* PRACTICUM MODELS AND TIME PERIODS – EARLY CHILDHOOD COURSE Length of Practicum – Min. 540 hours of instructional class time The Early Childhood practicum is defined as lasting a minimum of a full academic year, with the adult learner working at the practicum site in the classroom of an approved supervising teacher for three hours a day, five days a week	and experienced Montessori teacher, to apply the acquired theoretical knowledge of child growth and development to practical situations in established Montessori classrooms. *Observation*, The aim of this subject is to observe children in Montessori classrooms in order to appreciate the role of observation as a major source of information about the child. Through the experience the student will come to realize the role of exact, detailed, objective observations in facilitating a greater understanding of the Montessori theory of growth and development. An additional aim is to raise awareness of the importance and nature of the interactions between the child, the adult and the prepared environment. (AMI Montessori Diploma Course Brochure, Primary, 3-6) **Elementary AMI,** *Supervised Practice,*

(9) Pre-student teaching experiences (field experiences) should be evident within these skills.		for nine consecutive months. Alternative scheduling is possible. When an alternate schedule for the practicum experience is utilized, the director must explain the alternative model in the program's next annual report. Over the course of the practicum, the adult learner is required to follow the development of the children in the assigned class and establish relationships with the children. The adult learner must present materials and participate in the various aspects of planning, record keeping, classroom management, and parent communication. (AMS TEP Handbook pp 84-85) **Elementary AMS** PRACTICUM MODELS AND TIME PERIOD – ELEMENTARY COURSES Length of Practicum – Min. 1080 hours of instructional class time The Elementary practicum is defined as lasting a full academic year, with the adult learner	Supervised Practice with Montessori didactic material and pertinent activities are conducted under the supervision of the Director of Training and directed by AMI qualified staff. A minimum number of hours of practice is compulsory (140) as stated in the AMI Agreement. Whenever possible more hours of practice are recommended. *Observation,* Students are to observe in classes that are conducted by an AMI elementary trained adult. Full day observations are scheduled over a period of weeks to meet the minimum number of hours stipulated (90). Full day is defined as the normal school day for the culture in which the observed site is located. This will vary from country to country. Students are required to write reports on their observations, which are reviewed by and discussed with the Trainer(s). Members of the pedagogical staff visit the students while they are

| | | working at the practicum site school in a Montessori Elementary environment at the age level of the course for a minimum of six hours a day, five days a week, for nine consecutive months. For the Elementary I–II credential, the adult learner may practice in either an Elementary I, or an Elementary II classroom. Alternative scheduling is possible. When an alternate schedule for the practicum experience is utilized, the director must explain the alternative model in the TEP's next annual report. Over the course of the practicum, the adult learner is required to follow the development of the children in the assigned class and establish relationships with the children. The adult learner must present materials and participate in the various aspects of planning, record keeping, classroom management, and parent communication. | observing in order to provide direct insights into the observational process in the schools *Teaching Practice*, Students are to practice teach in classes under the supervision of experienced AMI elementary trained adults and the trainer(s) of the Course: practice teaching requires a minimum of 120 hours of supervised teaching practicum in a Montessori Primary (Elementary) school interacting with children between 6 and 12 years of age. The trainer(s) (or other qualified person) observe the students while in practice teaching and review the progress of the students with the classroom directress and with the student. A written report is required from the designated observer and from the student (AMI Elementary Course Brochure, 6-12 yr |

		(AMS TEP Handbook pp 110-111)	
b. Middle education 6-8 curriculum and instruction. **(1)** Skills in this area shall contribute to an understanding of the	**2.b. (1) MACTE Competencies:**	**2. b. (1) AMS Adolescent/Secondary,**	

principles of learning; the application of skills in discipline-specific methodology; effective communication with and among students, selection and use of materials, including media and contemporary technologies, and evaluation of pupil performance.	1a. and 3c. Montessori Philosophy (and methods) 1b. Human Growth and Development 1c. Subject matter, including Cosmic Education, Peace education, and Practical life 2c. The prepared environment 2d. and 3d. Parent/teacher/family/community partnership 2e. The purpose and methods of observation 2h. Reflective practice 2j. Culturally responsive methods 3a. Classroom leadership 3e. Professional responsibilities 3f. Innovation and flexibility	*Montessori Education Philosophical Approach* COURSE OVERVIEW: Students in this course will read Montessori's biography, and discuss current trends and issues in Montessori education, adolescent development, and philosophy specifically as they apply to the education of the adolescent. An overview of adolescent development will emphasize developmental characteristics in the physical, psychological, social and moral/spiritual realms. Students will explore the writings of Montessori and discuss adaptations of these theories in light of current research and best practices. Participants will also be able to participate in experiential exercises in community building, mindfulness, and attachment theory.	
(2) Understanding of the principles of online learning and online instructional strategies and the application	**2.b.(2)** While AMS, AMI and MACTE have not historically instructed		

of skills to deliver online instruction shall be included.	teachers on principles of online learning, because Montessori has historically been a hands-on learning approach, over the last couple of years many adaptations have been implemented. All three organizations have developed standards and support for online teacher preparation and AMS and AMI have provided extensive support for teachers at all levels 0-18)		
(3) Instructional practices that are sensitive to culturally and linguistically diverse learners including English learners, gifted and talented students, and students with disabilities, and must be appropriate for the middle education endorsement shall be included.	**2.b. (3) MACTE Competencies** • Assessment & documentation (2g) • Reflective practice (2h.) • Support and intervention for learning differences(2i.) Culturally responsive methods (2j)	**2. b. (3) AMS Adolescent/Secondary,** *Curriculum Design* Curriculum Design and Implementation 1. Meaningful and thematic curriculum that integrates academic subjects and connects with the adolescent 2. Global and cosmic perspective 3. Elements of a Montessori Secondary program that lead to Valorization, including economic experiences,	

		outdoor education and land-based experiences (Erdkinder), service learning opportunities, career exploration, field studies, and cultural exchange programs 4. Structures curriculum and learning activities for large blocks of uninterrupted work time to foster 'flow' and deep concentration that leads to normalization 5. Three period lesson design 6. Activities in self-discovery, self-construction, social life, and community building 7. Divergent and high-level thinking, especially through dialogue and discussions 8. Providing choice through multi-intelligence and modalities 9. Active and experiential learning 10. Small and whole group learning experiences 11. Elements that support student interdependence and independence in the classroom	

| | | 12. Practical life appropriate to adolescence
13. Appropriate use of technology in the Secondary classroom
14. Various forms of formative and summative assessment that lead to mastery
15. Time allotted in daily schedule for student personal reflection/time to be silent and alone with self. (AMS Adolescent/Secondary pp. 17-24) | |
| **(4)** Teaching methods shall be tailored to promote student engagement and student academic progress and effective preparation for the Virginia Standards of Learning assessments. | **2.b.(4) Note**: Montessori classrooms programs are designed specifically to appeal to the different interests of each individual child, and therefore promote both student engagement and agency. See VSOL APL documents for VSOL info and APS staff are available to provide information on the project as they expand to higher levels.

2.b. (5) MACTE Competencies | | |

(5) Study in methods of improving communication between schools and families, ways of increasing family engagement in student learning at home and in school, and the Virginia Standards of Learning shall be included.	• Parent/teacher/family partnership(3d) • Professional responsibilities • Culturally responsive methods (MACTE Guide to Accreditation p. 22	**2.b. (5) AMS Adolescent/Secondary,** _Montessori Education Philosophical Approach_ Communication and Partnership with Families 1. Teacher as facilitator and model 2. Positive and effective interactions with adolescents 4. Supporting families and students with cultural sensitivity (AMS Adolescent Secondary pp. 3)	
(6) Demonstrated proficiency in the use of educational technology for instruction shall be included. Study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Virginia Board of Education in consultation with the Virginia Department of Social Services and training or certification in emergency	**2.b. (6) Note**: Montessori teachers are instructed on basic systems within the Montessori method that include record keeping and observation. Individual schools and programs will choose methods and technology that may be used for record keeping and reporting and will provide appropriate training for their staff on those. Montessori teacher preparation will not include state specific training		

first aid cardiopulmonary resuscitation and the use of automatic external defibrillators shall be included.	or certification and the expectation would be that the hiring school or district in order to ensure that the training and knowledge meets both state and local requirements.		
(7) Pre-student teaching experiences (field experiences) should be evident within these skills.	**2.b.(7).** MACTE The Adolescent/Secondary practicum is comprised of 1000 clock hours with a minimum of 120 hours student teaching. A minimum of 425 additional clock hours is required, which must include additional student teaching hours, or additional academic contact hours	**2.b. (7) Adolescent / Secondary AMS** PRACTICUM MODELS AND TIME PERIODS – SECONDARY I & SECONDARY I-II Courses Length of Practicum – Min. 1080 hours The Secondary practicum is defined as lasting for a full academic year, with the adult learner working with Secondary age students at the practicum site for a minimum of six hours a day, five days a week, for nine consecutive months. Adult learners will complete a practicum assignment in a	

		Montessori Secondary program for early adolescents (ages 12 through 14/15 years) or middle adolescents (ages 14/15 through 18 years of age), according to the level of credential sought. For the Secondary I–II credential an adult learner may complete the practicum in either a Secondary I or Secondary II classroom. Alternative scheduling is possible. When an alternate schedule for the practicum experience is utilized, the director must explain the alternative model in the TEP's next annual report. (AMS TEP Handbook pp 112)	
3. Classroom and behavior management. Skills in this area shall contribute to an	3. **MACTE Early Childhood Competencies:**	3. **Early Childhood AMS,** *Observation*, Course Objectives:	3. **AMI Early Childhood,** *Teaching Strategies and*

understanding and application of research-based classroom and behavior management techniques, classroom community building, positive behavior supports, and individual interventions, including techniques that promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment. This area shall address diverse approaches based upon culturally responsive behavioral, cognitive, affective, social, and ecological theory and practice. Approaches should support professionally appropriate practices that promote positive redirection of behavior, development of social skills, and development of self-discipline. Knowledge and an understanding of various school crisis management and safety plans and the demonstrated ability to	• Demonstrates knowledge of community resources for learning (1d) • Understands the prepared environment (2c) • Understands planning for instruction (2f) • Understands assessment and documentation (2g) • Understands reflective practice (2h) • Understands support and intervention for learning differences (2i) • Understands culturally responsive methods (2j) • Demonstrates and implements classroom leadership (3a) • Demonstrates and implements authentic assessment (3b) • Demonstrates and implements the Montessori philosophy and methods (materials) (3c) • Demonstrates and implements parent/teacher/family partnership (3d) • Demonstrates and implements professional responsibilities (3e)	• To be able to analyze what is observed and to draw conclusions leading to appropriate interventions (AMS EC Syllabus P6) *Classroom Leadership and School Administration,* Course Objectives: • To introduce the teacher to standard practices of classroom leadership and management including preparation of the environment, planning of the daily, monthly and annual schedules, and responding to needs encountered with different early childhood program arrangements (half-day, full-day, extended day) • To discuss procedures for start-up of a new class and start of the school year. • To analyze styles and methods of behavioral intervention with children at different stages. • To discuss assessment and evaluation of children. • To discuss standards of professionalism and issues	*Social Development,* Course Objectives: To workshop teacher-learner interaction, analyze planning techniques and learning environments, general classroom management, and inter-personal relationships. (WMI AMI EC Syllabus P.4) *Practicum Part I and II*, Course Objectives: To practice the various professional and personal skills which a Montessori teacher uses. By observing under a qualified Montessori teacher with a group of children, the student may focus on one professional task at a time. (WMI AMI EC Syllabus P.3,4) *Human Relations and Self-Awareness,* Course Objectives: To show by demonstration and lecture a group of activities known in Montessori education as the Practical Life Exercises. These exercises are designed to enable independent functioning, social grace, and self-esteem among children

create a safe, orderly classroom environment shall be included. The link between classroom management and students' ages must be understood and demonstrated in techniques used in the classroom.	• Demonstrates and implements innovation and flexibility (3f) (MACTE Guide to Accreditation P. 22)	related to staff teamwork. (AMS EC Syllabus P.17) **3. AMS Elementary**, _Classroom Leadership,_ Course description: This course introduces the teacher to basic principles of effective classroom management, environmental design, and parent involvement and education. Specific topics include starting a new class including the first day, week and month; planning a three-year cycle: preparation of the physical environment; ground rules; spiritual/psychological conditions of the environment; schedule preparation and record keeping; curriculum integration; field trips; and the role of the teacher as initiator, observer, group leader, and keeper of records. Also discussed are how to place students new to Montessori in the curriculum; developing a working relationship with the	between the ages of three and six plus years. Content includes Development of Coordinated Movement, Health, Safety both indoors and outdoors, and spontaneous, free choice of activities. (WMI AMI EC Syllabus P.2) **3. AMI Elementary**, _Montessori Classroom Methods_, Course Objectives: To understand the role of the teacher. This role is an active one and is dependent upon the knowledge base and skills of the teacher. (1a, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 2i, 2j, 3a, 3b, 3c, 3d, 3e, 3f) -To understand the importance of the child's exercise of freedom in building the responsibility necessary for the child's independent activity, both inside and outside the classroom. (1a, 1c, 1d, 2b, 2c, 2d, 2e, 2f, 2i, 2j, 3a, 3d, 3e, 3f) -To understand how to prepare a new environment

| | | parents (conferencing and progress reports); being aware of cultural differences and diversity in all forms. (AMS, IAMS EL Syllabus, P.11-17) | and start a new class. (1a, 1c, 1d, 2b, 2c, 2d, 2f, 2g, 2h, 2i, 2j, 3a, 3b, 3c, 3d, 3e, 3f)
-To understand how to come into a previously prepared environment and continue working with children already present. (1a, 1c, 1d, 2b, 2c, 2d, 2f, 2g, 2h, 2i, 2j, 3a, 3b, 3c, 3d, 3e, 3f)
-To understand how to integrate new children into a class. (1a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3d, 3f)
-To understand how to conduct a class, including maintaining a plan book, keeping daily records, adapting to the needs of particular children, and evaluating and reporting children's progress. (2c, 2d, 2e, 2f, 2g, 2h, 2i, 2j, 3a, 3b, 3d, 3e, 3f)
-To understand how to enlist the work of the children in maintaining their environment. In so doing, to understand how this practical work for the children assists their development. (1a, 1b, 2b, 2c, 3a, 3f) (WMI AMI EL P. 4) |

4. Assessment of and for learning. **a.** Skills in this area shall be designed to develop an understanding and application of creating, selecting, and implementing valid and reliable classroom-based assessments of student learning, including formative and summative assessments. Assessments designed and adapted to meet the needs of diverse learners shall be addressed.	**4.a.MACTE Competencies** • Understands assessment and documentation (2g) • Planning for instruction (2f) • Understands reflective practice (2h) • Authentic Assessment (3b) • Understands support and intervention for learning differences (2i) • Culturally responsive methods (2j)	**4.a.AMS Early Childhood Seton,** *Classroom Leadership and School Administration,* Course Objectives: • Understands assessment and documentation (2g) • Understands reflective practice (2h) • Understands support and intervention for learning differences (2i) To analyze styles and methods of behavioral intervention with children at different stages in the normalization process. • To discuss assessment and evaluation of children AMS Seton EC Syllabus P.17) *Child Development and Psychology,* Course Objectives: Understands assessment and documentation (2g) • Understands reflective practice (2h) • Understands support and intervention for learning differences (2i)	**4.a.AMI Early Childhood,** *Observation,* Course Objective: Trainees keep detailed records in an observation journal. Lectures are given beforehand to convey the importance of observation in Montessori pedagogy, to provide skills in the focus necessary for observation, and to direct the observation toward specific objectives (AMI EC, MINT,P.6) **4. a. AMI Elementary,** *Observation,* Course Objectives: A total of 90 hours of directed observation is required, plus 10 hours of observation at the 3-6 level. Trainees keep detailed records in an observation journal. Lectures are given beforehand to convey the importance of observation in Montessori pedagogy, to provide skills in the focus necessary for observation, and to direct the observation toward specific

		Observing and Assessing Development Developmentally Appropriate Classroom Leadership Children with Special Needs (AMS Seton EC Syllabus P.1-2) *Montessori Philosophy*, Course Objectives: Understands the purpose and methods of observation (2e) • Understands the importance of reflective practice (2h) • Understands the importance of culturally responsive methods (2j) (AMS Seton EC Syllabus P.2-3) **4 a.AMS Elementary**, *Child Devlopment* Course Description: The thrust of this course will be to concentrate on the development of children from conception through the elementary years. The focus will be on the second plane child, or children between the ages of 6 and 12. The adult learner will be exposed to a variety of theories and	objectives.(AMI EL MINT, P.4)

		concepts of child development. Developmental stages and their implications for home and school will be discussed.	
		I. Major Theorists (Montessori, Piaget, Erikson, Vygotsky)	
		II. II. Other Contributing Theorists	
		III. III. Learning Differences/The Brain IV. Summary and Wrap-up Seminar Session: Discussion of actual classroom situations; brainstorming to address; role playing	
		I. Latest Brain Research II. Special Developmental Concerns	
		A. Learning Differences	
		B. Dyslexia	
		C. Down Syndrome	
		D. Autism, PDD	
		E. AD/HD, Executive Function Disorder	
		F. Rights and Responsibilities (WMI Elementary pp 8-17)	

4.b. Analytical skills necessary to inform ongoing planning and instruction, as well as to understand, and help students understand their own progress and growth shall be included.	**4.b.MACTE Competencies** • Understands assessment and documentation (2g) • Planning for instruction (2f) • Understands reflective practice (2h) • Authentic Assessment (3b) • Understands support and intervention for learning differences (2i) • Culturally responsive methods (2j)	**4.b.AMS Early Childhood Seton,** _Classroom Leadership and School Administration,_ Course Objectives: • Understands assessment and documentation (2g) • Understands reflective practice (2h) • Understands support and intervention for learning differences (2i) To analyze styles and methods of behavioral intervention with children at different stages in the normalization process. • To discuss assessment and evaluation of children AMS Seton EC Syllabus P.17) _Child Development and Psychology,_ Course Objectives: Understands assessment and documentation (2g) •	**4. b. AMI Early Childhood,** _Observation_**,** Course Objective: Trainees keep detailed records in an observation journal. Lectures are given beforehand to convey the importance of observation in Montessori pedagogy, to provide skills in the focus necessary for observation, and to direct the observation toward specific objectives (AMI EC, MINT,P.6) **4.b. AMI Elementary,** _Observation,_ Course Objectives: A total of 90 hours of directed observation is required, plus 10 hours of observation at the 3-6 level. Trainees keep detailed records in an observation journal. Lectures

| | | Understands reflective practice (2h)
• Understands support and intervention for learning differences (2i)
Observing and Assessing Development
Developmentally Appropriate Classroom Leadership
Children with Special Needs (AMS Seton EC Syllabus P.1-2)
Montessori Philosophy,
Course Objectives:
Understands the purpose and methods of observation (2e)
• Understands the importance of reflective practice (2h)
• Understands the importance of culturally responsive methods (2j) (AMS Seton EC Syllabus P.2-3)

4.b. Elementary AMS
Classroom Leadership and Management
This course introduces the Adult Learner to basic principles of effective classroom management, environmental design, and | are given beforehand to convey the importance of observation in Montessori pedagogy, to provide skills in the focus necessary for observation, and to direct the observation toward specific objectives.(AMI EL MINT, P.4) |

		parent involvement and education. The role of the teacher as initiator, observer, group leader, and keeper of records. Also discussed are how to place students new to Montessori in the curriculum; developing a working relationship with the parents (conferencing and progress reports); being aware of cultural differences and diversity in all forms. (IAMS Syllabus pp 11-17)	
c. Skills also include the ability to understand the relationships among assessment, instruction, and monitoring student progress to include student performance measures in	**4. c. MACTE Competencies** • Understands assessment and documentation (2g) • Planning for instruction (2f) • Understands reflective practice (2h)	**4.c. AMS Early Childhood Seton,** *Classroom Leadership and School Administration,* Course Objectives: • Understands assessment and documentation (2g) • Understands reflective practice (2h)	**4.c.AMI Early Childhood,** *Observation,* Course Objective: Trainees keep detailed records in an observation journal. Lectures are given beforehand to convey the importance of

grading practices; the ability to interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment; and the ability to analyze assessment data to make decisions about how to improve instruction and student performance.	• Authentic Assessment (3b) • Understands support and intervention for learning differences (2i) • Culturally responsive methods (2j)) (MACTE Guide to Accreditation Standards p. 22)	• Understands support and intervention for learning differences (2i) To analyze styles and methods of behavioral intervention with children at different stages in the normalization process. • To discuss assessment and evaluation of children AMS Seton EC Syllabus P.17) *Child Development and Psychology,* Course Objectives: Understands assessment and documentation (2g) • Understands reflective practice (2h) • Understands support and intervention for learning differences (2i) Observing and Assessing Development Developmentally Appropriate Classroom Leadership Children with Special Needs (AMS Seton EC Syllabus P.1-2) *Montessori Philosophy,* Course Objectives: Understands the purpose and methods of observation (2e)	observation in Montessori pedagogy, to provide skills in the focus necessary for observation, and to direct the observation toward specific objectives (AMI EC, MINT,P.6) **4.c. AMI Elementary,** *Observation,* Course Objectives: A total of 90 hours of directed observation is required, plus 10 hours of observation at the 3-6 level. Trainees keep detailed records in an observation journal. Lectures are given beforehand to convey the importance of observation in Montessori pedagogy, to provide skills in the focus necessary for observation, and to direct the observation toward specific objectives.(AMI EL MINT, P.4)

		• Understands the importance of reflective practice (2h) • Understands the importance of culturally responsive methods (2j) (AMS Seton EC Syllabus P.2-3)	
d. Understanding of state assessment programs and accountability systems, including assessments used for student achievement goal setting as related to teacher evaluation and determining student academic progress must be included.	**4.d. Note:** Montessori teacher preparation is not state specific so would not include these state specific items, however, APS Montessori teachers are evaluated on 7 standards and the 7th standard is Student Academic Progress. All APS teachers complete a Smart Goal that is based on academic progress for their identified students. They set the goal in the fall then monitor progress using an assessment tool then submit results at end of year. (see Standard 7 Smart Goal Setting Form from APS)		

e. Knowledge of legal and ethical aspects, and skills for developing familiarity with assessments used in preK-12 education (including diagnostic, college admission exams, industry certifications, placement assessments).	**4.e.Note:** Montessori teacher preparation is not state or locality specific so would not include these state specific items, however, APS Montessori teachers are evaluated on 7 standards and the 7th standard is Student Academic Progress. All APS teachers complete a Smart Goal that is based on academic progress for their identified students. They set the goal in the fall then monitor progress using an assessment tool then submit results at end of year. (see Standard 7 Smart Goal Setting Form from APS)		

5. Foundations of education and the teaching profession.	**5. General Note:** This section includes requirements that would be considered state or district requirements by our Montessori teacher preparation programs. Professionalism and ethical standards, as well as personal integrity shall be addressed at the district level per APS. They would cover at the beginning of the year all the policies and regulations that teachers need to be made aware of and follow like sexual harassment, drugs and alcohol, etc...		
a. Skills in this area shall be designed to develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the United States.	**5.a.Note:** While Montessori teacher preparations may include this type of historical and organizational information, it is not specifically a requirement for AMS or AMI affiliation or for MACTE accreditation, except from the viewpoint of the growth and development		

	in Montessori education. **See 5. General Note.**		
b. Attention must be given to the legal status of teachers and students, including federal and state laws and regulations; school as an organization and culture; and contemporary issues and current trends in education, including the impact of technology on education. Local, state, and federal governance of schools, including the roles of teachers and schools in communities, shall be included.	**5.b Note:** Legal issues for teachers would not be required to be covered in Montessori teacher preparation See 5. General Note		
c.Professionalism and ethical standards, as well as personal integrity shall be addressed.	**5. c. See 5. General Note** **5. c.MACTE Competencies**	**5. c. Early Childhood AMS** Course *Parent Involvement* Course Objectives:	

	• Montessori Philosophy (1a.) • Parent/Teacher/Family/ Community Partnership (2d.) • Assessment and Documentation (2g.) • Culturally Responsive Methods (2j.) • Professional Responsibilities (3e.) (MACTE Guide to Accreditation p. 22)	• To understand the family culture and different family communication styles. • To introduce techniques for parent involvement and parent education. • To introduce techniques for successful parent conference preparation. • To develop awareness of the family as part of the larger community. (AMS EC Syllabus p. 19) Course *Classroom Leadership and School Administration* Relevant Course Objective: To discuss standards of professionalism and issues related to staff teamwork. **5.c. Elementary AMS** Course *Classroom Leadership* Course Overview: This course introduces the Adult Learner to basic principles of effective classroom management, environmental design, and parent involvement and education. Specific topics	

		include ground rules; spiritual/psychological conditions of the environment; schedule preparation and record keeping; curriculum integration; field trips; and the role of the teacher as initiator, observer, group leader, and keeper of records. Also discussed are how to place students new to Montessori in the curriculum; developing a working relationship with the parents (conferencing and progress reports); cultivating a professional relationship with colleagues and being aware of cultural differences and diversity in all forms. (IAMS Syllabus pp 11-17)	
d. Knowledge and understanding of Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers shall be included.	**5.d. See 5. General Note**		
6. Language and Literacy.	**6. MACTE Competencies**	**6. Early Childhood AMS** Course *Language*	**6. Early Childhood AMI** Course *Language Art*

a. Early/primary education preK-3 and elementary education preK-6 language acquisition and reading and writing. Skills listed for these endorsement areas represent the minimum competencies that a beginning teacher must be able to demonstrate. These skills are not intended to limit the scope of a beginning teacher's program. Additional knowledge and skills that add to a beginning teacher's competencies to deliver instruction and improve student achievement should be included as part of a quality learning experience. **(1)** Language acquisition: Skills in this area shall be designed to impart a thorough understanding of the Virginia English Standards of Learning, as well as the complex nature of language acquisition as a precursor to literacy. Language acquisition shall follow the typical development of linguistic competence in the areas of	• Montessori Philosophy (1a.) • Subject Matter for each course level: language (1c.) • Correct use of Montessori materials (2a.) • Scope and Sequence of Curriculum (2b.) • The prepared environment (2c.) • The purpose and methods of observation (2e.) • Planning for instruction • Assessment & documentation (2g.) • Reflective practice (2h.) • Support and intervention for learning differences (2i.) • Culturally responsive methods(2j.) • Montessori Philosophy and methods (3c.) (MACTE Guide to Accreditation Standards p. 22)	Outline of Course OUTLINE OF CONTENT: 1. Overview of language development, birth to age six. 2. Techniques to develop basic oral language: Techniques for presenting Vocabulary games, individual and group Classifying skills Interpretive oral language: songs, poems, games 3. Techniques to develop graphic language Techniques for presenting Initial sound games Metal inset presentation Sandpaper letters - tracing Chalkboard presentations Moveable alphabet - matching 4. Building Phonetic Words Techniques for presenting Moveable alphabet Tracing and sounding sandpaper letters Initial sound work Blends and diagraphs Word building packets Single word reading Beginning Readers Seeing words as a whole 5. Reading Development Techniques for presenting Command words Labels for	*Reading Curriculum Instruction* Purpose: To show by demonstration and lecture the exercises for the development of spoken and written language development, pre-reading and reading skills appropriate for children from three to six plus years. Content includes a focus on self-confidence and self-expression within a social setting. There is also emphasis on spoken and written language in the areas of daily life, storytelling, composition, literature, geography, history, biology, science, music, art, as well as the functional aspects of grammar, syntax, and reading analysis. (WMI AMI EC Syllabus p. 3) **Elementary AMI** Course *Language Curriculum and Instruction for the Elementary years* Course Objectives: • To understand the importance of the development of

phonetics, semantics, syntax, morphology, phonology, and pragmatics. **(2)** Reading and writing: Skills in this area shall be designed to impart a thorough understanding of the Virginia English Standards of Learning, as well as the reciprocal nature of reading and writing. Reading shall include phonemic and other phonological awareness, concept of print, phonics, fluency, vocabulary development, and comprehension strategies. Writing shall include writing strategies and conventions as supporting the composing and written expression and usage and mechanics domains. Additional skills shall include proficiency in understanding the stages of spelling development, and the writing process, as well as the ability to foster appreciation of a variety of fiction and nonfiction text and independent reading.		classroom materials Word and picture matching Rhyming words Sentence and picture matching Sentence manipulation Matching beginning/end of sentences Phonograms Puzzle words non-phonetic reading 6. Grammatical Analysis Techniques for presenting Grammar symbols Predicate and subject Sentence analysis Parts of speech Singular and plural Masculine and feminine Logical adjective game Detective adjective game Logical adverb game 7. Selecting children's books 8. Introducing a second language (AMS EC Syllabus p. 12-13) **Elementary AMS** Course *Language Curriculum* Course Overview: Beginning with an overview of the early childhood language materials, the Elementary I Adult Learner experiences oral language strategies; writing activities including development of	language, both spoken and written, in the evolution of human beings and in the development of the individual. • To understand how to assist the child, when necessary, in the development of reading and handwriting skills. • To understand how to introduce the history of written and spoken language, in particular, the English language. • To understand how to introduce the Montessori materials and presentations for grammar, including morphology (work study), syntax (parts of speech and sentence analysis), semantics (meaning), and etymology (history). • To understand how to support the process of the development of writing skills in both imaginative and functional contexts.

		mechanical skills, creative writing of both prose and poetry, and beginning research skills; and developmental reading materials and activities. Grammar studies include Montessori's Function of Words and the grammar boxes; reading and sentence analysis is introduced. Also included are studies in the areas of literature; phonogram study; spelling of phonetic and non-phonetic words; library/reference skills; research skills. The History of Written Language and Writer's workshop are woven through the areas of study. (IAMS Syllabus pp 24-34)	• To understand how to support the development of spoken language skills (speeches, discussions, reports, recitation, dialogue). • To understand the importance of children's exposure to literature. To appreciate the child's study of literary style, his/her own and others. • To bring the child to an awareness of basic library/reference and research skills. (AMI WMI Syllabus, P.10)
b. Middle education - language acquisition and reading development and literacy in the content areas. **(1)** Language acquisition and reading development: Skills in this area shall be designed to impart a thorough understanding of the	**6 b.** Montessori public Middle Schools are required to use the district curricula and therefore use the Montessori philosophy as a guide to deliver the curriculum set by the district.		

complex nature of language acquisition and reading, to include phonemic and other phonological awareness, phonics, fluency, vocabulary development, and comprehension strategies for adolescent learners. Additional skills shall include proficiency in writing strategies, as well as the ability to foster appreciation of a variety of fiction and nonfiction text and independent reading for adolescent learners. **(2)** Literacy in the content areas: Skills in this area shall be designed to impart an understanding of vocabulary development and comprehension skills in areas of English, mathematics, science, history and social science, and other content areas. Strategies include teaching students how to ask effective questions, summarize and retell both verbally and in writing, and to listen effectively. Teaching strategies include			

literal, interpretive, critical, and evaluative comprehension, as well as the ability to foster appreciation of a variety of fiction and nonfiction text and independent reading for adolescent readers.			
7. Supervised clinical experiences. The supervised clinical experiences shall be continuous and systematic and comprised of early field experiences with a minimum of 10 weeks of successful full-time student teaching in the endorsement area sought under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom. The summative supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement in a public or accredited nonpublic school. One year of successful full-time teaching experience in the endorsement area in any public school or accredited nonpublic school may be	7. **MACTE requirements: Early Childhood (2½ through 6 years)** The practicum is comprised of 400 clock hours with at least 120 hours student teaching. **Elementary:** The practicum is comprised of 400 clock hours with at least 120 hours student teaching. A minimum of 200 additional clock hours is required which must include additional student teaching hours, or additional academic contact hours. (MACTE Guide to Accreditation P.20) **MACTE** **The Adolescent/Secondary** practicum is comprised of 400 clock hours with a minimum of 120 hours student teaching. A minimum of 425 additional	7. **AMS Teacher Education Program Handbook** **Early Childhood** The Early Childhood practicum lasts a full academic year of **540 hours** so that the candidate participates in a full range of Early Childhood experiences from the beginning of the year to the end. It is designed to allow the student time to work with the Infant & Toddler (birth to age 3) or Early Childhood (ages 2.5 through 6) materials and activities, manage the daily routines of the classroom, and respond to the developmental needs and interest of the Infant & Toddler and Early Childhood children in the classroom. The adult learner has the opportunity for	**7.AMI Early Childhood,** *Practicum,* The aim of this subject is to provide the opportunity to work under the direction of a qualified and experienced Montessori teacher, to apply the acquired theoretical knowledge of child growth and development to practical situations in established Montessori classrooms. *Observation,* The aim of this subject is to observe children in Montessori classrooms in order to appreciate the role of observation as a major source of information about the child. Through the experience the student will come to realize the role of exact, detailed, objective observations in facilitating a greater understanding of the Montessori theory of growth

accepted in lieu of the supervised student teaching experience. A fully licensed, experienced teacher shall be available in the school building to assist a beginning teacher employed through the alternate route.	clock hours is required, which must include additional student teaching hours, or additional academic contact hours	gradual personal and practical competence as a Montessori teacher of children birth to age 3 and ages 2.5 through 6. There is the expectation central to Montessori teacher training that during the practicum experience the adult will undergo a transformation in their understanding, not only of child development and pedagogy, but also of their emotional and spiritual lives with the goal of preparing the adult to demonstrate the dispositions of flexibility, restraint, and love in both the classroom and life.(AMS TEP Handbook P. 84-85) **7. Elementary AMS** The Elementary practicum is defined as lasting a full academic year, with the adult learner working at the practicum site school in a Montessori Elementary environment at the age level of the course for a minimum of six hours a day, five days a week, for nine consecutive months. For a minimum of	and development. An additional aim is to raise awareness of the importance and nature of the interactions between the child, the adult and the prepared environment. (AMI Montessori Diploma Course Brochure, Primary, 3-6) **7. Elementary AMI,** *Supervised Practice,* Supervised Practice with Montessori didactic material and pertinent activities are conducted under the supervision of the Director of Training and directed by AMI qualified staff. A minimum number of hours of practice is compulsory (140) as stated in the AMI Agreement. Whenever possible more hours of practice are recommended. *Observation,* Students are to observe in classes that are conducted by an AMI elementary trained adult. Full day observations are scheduled over a period of weeks to meet the

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		1080 hours For the Elementary I–II credential, the adult learner may practice in either an Elementary I, or an Elementary II classroom. Over the course of the practicum, the adult learner is required to follow the development of the children in the assigned class and establish relationships with the children. The adult learner must present materials and participate in the various aspects of planning, record keeping, classroom management, and parent communication. AMS TEP Handbook P.103-104) **7. Adolescent / Secondary AMS** PRACTICUM MODELS AND TIME PERIODS – SECONDARY I & SECONDARY I-II Courses Length of Practicum – Min. 1080 hours The Secondary practicum is defined as lasting for a full academic year, with the adult learner working with Secondary age	minimum number of hours stipulated (90). Full day is defined as the normal school day for the culture in which the observed site is located. This will vary from country to country. Students are required to write reports on their observations, which are reviewed by and discussed with the Trainer(s). Members of the pedagogical staff visit the students while they are observing in order to provide direct insights into the observational process in the schools *Teaching Practice*, Students are to practice teach in classes under the supervision of experienced AMI elementary trained adults and the trainer(s) of the Course: practice teaching requires a minimum of 120 hours of supervised teaching practicum in a Montessori Primary (Elementary) school interacting with children between 6 and 12 years of age. The trainer(s) (or other qualified person) observe the students while in practice

| | | students at the practicum site for a minimum of six hours a day, five days a week, for nine consecutive months. Adult learners will complete a practicum assignment in a Montessori Secondary program for early adolescents (ages 12 through 14/15 years) or middle adolescents (ages 14/15 through 18 years of age), according to the level of credential sought. For the Secondary I–II credential an adult learner may complete the practicum in either a Secondary I or Secondary II classroom. Alternative scheduling is possible. When an alternate schedule for the practicum experience is utilized, the director must explain the alternative model in the TEP's next annual report. (AMS TEP Handbook P. 112-113) | teaching and review the progress of the students with the classroom directress and with the student. A written report is required from the designated observer and from the student (AMI Elementary Course Brochure, 6-12 yr) |

MACTE Guide to Accreditation

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MACTE'S GUIDE TO ACCREDITATION

The *MACTE Guide to Accreditation* (the Guide) is primarily for the faculty and administrators of current and prospective Montessori Accreditation Council for Teacher Education (MACTE) accredited institutions/programs. It is designed for use in preparing for both initial and renewal accreditation and as a reference for satisfying MACTE's requirements once a program is accredited. Before starting the accreditation process, program personnel should read and understand each section of the Guide.

During the writing process and preparation for accreditation, the MACTE office is available to answer questions and support the program through the process:

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SECTION A: HISTORY OF MACTE

A.1 MACTE's Mission Statement

MACTE's Vision
All children throughout the world have the opportunity to access quality Montessori education.

MACTE's Mission
MACTE is committed to the effective preparation of Montessori teachers. Its mission is to recognize, assure, and promote the high quality of that preparation through its system of accreditation for the ultimate purpose of advancing Montessori student learning.

A.2 Accreditation in the United States

The United States Department of Education (2016) published the following information about the accreditation process:

> Higher education in the United States relies on accreditation to ensure quality and foster a culture of continuous improvement. In the United States, institutions of higher education are permitted to operate with considerable independence and autonomy. The United States has no Ministry of Education or other centralized federal authority exercising control over the quality of postsecondary educational institutions, and the states assume varying degrees of control over education. As a consequence, American educational institutions can vary widely in the character and quality of their programs. To ensure a basic level of quality, the practice of accreditation arose in the United States as a means of conducting nongovernmental, peer evaluation of educational institutions and programs.

Role of Accrediting Agencies
Accrediting agencies, which are private educational associations of regional or national scope, develop evaluation criteria and conduct peer evaluations to assess whether or not those evaluation criteria are met. Institutions and/or programs that complete the evaluation process and meet a recognized accreditor's criteria are then considered accredited.

Role of the United States Department of Education (USDE)
Under the Higher Education Act (HEA), the USDE recognizes accreditors the Secretary of Education determines to be reliable authorities as to the quality of education or training provided by institutions of higher education and publishes a list of nationally recognized accreditors. The USDE does not accredit individual educational institutions and/or programs and is not directly involved in the accrediting process. The USDE recognizes only accreditors that apply for recognition and for whom accreditation is required for institutional and program access to federal funds. Many accreditors do not apply, and some are ineligible. Along with its recognition decision, the USDE designates the scope of accrediting activities to which its recognition pertains.

Functions of Accreditation

Functions of accreditation identified by the USDE include protection of students, the public, and institution/program, as well as improvement in educational quality. In addition to certifying that an institution/program has met established standards, accreditation assists prospective students in identifying acceptable institutions/programs; assists institutions/programs in determining acceptability of transfer credits; and identifies institutions/programs for the investment of public and private funds.

Types of Accreditation

The USDE defines two basic types of educational accreditation: institutional and specialized/programmatic. MACTE is recognized as both an institutional and specialized/programmatic accrediting agency because it accredits some free-standing institutions and also programs within institutions. Thus, a specialized or programmatic accrediting agency may also function in the capacity of an institutional accrediting agency. To maintain consistency in this Guide, we will use the term "program" to cover both programmatic and institutional accreditation.

A.3 Benefits of MACTE Accreditation

Adult learners are able to identify programs that meet standards established by and for their field of interest and to select the one best suited to their needs and circumstances. Accreditation helps when adult learners transfer from one teacher preparation course to another. Graduates of MACTE-accredited programs are assured the broadest possible opportunity for acceptance of their Montessori teaching credentials throughout the nation and world.

Programs are protected from internal and external pressures to make changes for reasons that may not be educationally sound. Self-improvement is stimulated through involvement of academic administrators, faculty, and practitioners in program evaluation and planning, in development of learning outcomes measures and graduate competencies, and in orientation and training sessions offered by MACTE. Accreditation ensures that standards represent a consensus of values, and that standards and procedures are fairly and consistently applied. Programs are also assured equitable representation in national accreditation activities through participation by faculty and staff as board members, on-site verifiers, and participants in MACTE conferences and symposia.

The public is informed of the quality of programs through a non-governmental system which places the cost of evaluation on the profession, rather than the taxpayer. Accreditation is an important way of identifying programs for the potential investment of public and private funds and for determining adult learners' eligibility for federal assistance.

The Montessori field gains enhanced credibility through the accountability provided by accreditation. Certifying bodies and state agencies are assisted in the process of issuing professional credentials, registration, or licensure. Since MACTE requires accredited programs to evaluate the competency of their graduates, both before and after they enter the profession, employers have a reasonable means of assessing the quality of the preparation completed by job applicants and employees.

All communities of interest benefit from the opportunity accreditation provides for inquiry, problem solving, and investigation of alleged improper practices.

A dramatic shift in philosophy has occurred in recent years with accreditation moving away from a policing role toward a more holistic approach. Accreditation encourages programs to develop higher standards and strive for program self-improvement. Integrity, educational outcomes, transparency, and the degree of specificity or generality of standards and criteria have also been identified as major issues in current accreditation practice. Despite widely divergent views in the field about how to maximize the effectiveness of accrediting processes and the role of federal recognition, there is broad agreement on the general principles and standards of accreditation.

Contemporary accreditation remains the most viable vehicle available for the promotion of educational excellence and quality assurance. The value of its contribution is dependent upon the informed judgments of verifiers with appropriate expertise, ethical practices of agencies and institutions, cooperation of state and federal governments, and responsible behavior of consumers.

Source
College Accreditation in the United States. (2018, April 09). Retrieved from
https://www2.ed.gov/admins/finaid/accred/index.html

SECTION B: OVERVIEW OF THE MACTE ACCREDITATION PROCESS

B.1 Eligibility for Initial and Renewal Accreditation

The accreditation process is open to any programs that exist solely for the purpose of offering Montessori teacher education and to Montessori teacher education programs associated with colleges or universities. Programs are eligible for accreditation regardless of their professional affiliation, organizational form, sources of financial support, size of enrollment, or location.

Programs offering Montessori teacher education may be organized according to any legally recognized and registered structure (e.g., corporation, partnership, proprietorship; public or private; nonprofit or tax-paying). The certification programs offered may be either already functioning or new. Newly created certification programs must have been in existence for at least six months before an on-site verification visit can take place. It is strongly suggested that a developing teacher education program contact MACTE at least 12 months prior to the anticipated start date of their teacher education program. The MACTE office will work with the program to establish a timeline for the accreditation process.

Programs may offer several certification course levels. Each level offered by a program must be accredited. Currently accredited programs have until September 30, 2020 to submit a MACTE application for accreditation for all non-accredited course levels and locations. It should be noted that the on-site visit does not need to take place before the deadline; only the application needs to be submitted. Programs seeking initial accreditation can apply for one level at a time, with a period of two years between accreditation and submitting the application for subsequent levels. [rev. 04/18]

All accredited programs are required to join a MACTE-affiliated organization or group of independent programs.

B.2 Quality Principles and Criteria

The term "Quality Principles" refers to the three principles by which Montessori teacher education programs are evaluated for purposes of accreditation. The MACTE Quality Principles indicate mandatory conditions or actions, and each applicant must achieve substantial compliance with each of them in order to be granted an accredited status. The three MACTE Quality Principles are:

Quality Principle I: Evidence of Candidate Learning: Understanding and Teaching Montessori Principles

Quality Principle II: Faculty Learning and Inquiry

Quality Principle III: Program Capacity

These quality principles are general statements. They are widely applicable to a variety of Montessori programs, and yet they avoid provisions that may be seen as arbitrary. They are qualitative and quantitative. They are designed to promote quality and stability while accommodating reasonable variations and special characteristics. MACTE Quality Principles are intended to acknowledge, respect, and complement the rights of programs and organizations to be self-defining and self-determining.
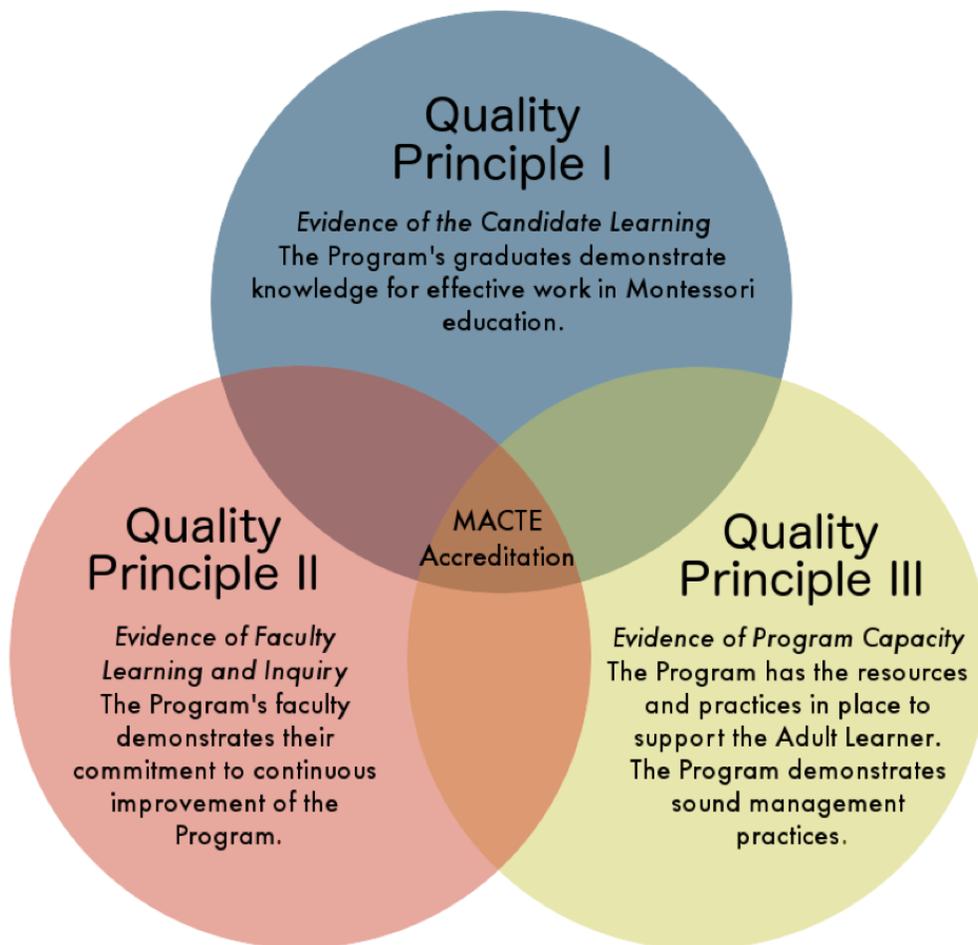
Diagram of MACTE's Quality Principles

Criteria accompanying each MACTE Quality Principle define the ways in which programs seeking accreditation are required to provide evidence that satisfies each principle. Substantial compliance with each of the criteria is required for accreditation. All courses and components are evaluated using the same quality principles, criteria, policies, and procedures. See *Section D* for details on the MACTE Quality Principles and Criteria.

B.3 Affiliation

Each Montessori teacher education program is required to initiate the affiliation process with one of MACTE's recognized affiliate organizations prior to applying for MACTE accreditation. MACTE aids programs in the development of the *Self-Study* but does not offer assistance in starting a teacher education

program. Affiliate organizations will guide programs in the initial development stages prior to MACTE accreditation. It is important to have the foundation of the teacher education program established in the following areas before seeking accreditation: curriculum, faculty, course syllabi, and a training location.

Current Recognized Affiliates

American Montessori Society (AMS) www.amshq.org
Association Montessori International (AMI) www.amiusa.org
Independent (IND) kayihang@springvalley.org
International Association of Progressive Montessori (IAPM) www.montessori-iapm.org
International Montessori Council (IMC) www.montessori.org
Montessori Educational Programs International (MEPI) www.mepiforum.org
Montessori Institute of America (MIA) www.mia-world.org
The Pan American Montessori Society (PAMS) www.montessori-pams.org

B.4 Accredited Course Levels

MACTE accredits the following teacher education course levels:

Infant and Toddler (IT): Birth through three (0-3) years of age
Early Childhood (EC): Two and one half through six (2½-6) years of age
Elementary I (EL I): Six through nine (6-9) years of age
Elementary II (EL II): Nine through twelve (9-12) years of age
Elementary I-II (EL I-II): Six through twelve (6-12) years of age
Secondary I (SEC I): Twelve through fifteen (12-15) years of age
Secondary I-II (SEC I-II): Twelve through nineteen (12-19) years of age

For specific criteria for academic and practicum clock hours, see *Section D*. If applications are submitted for multiple levels (e.g., Early Childhood, Elementary I-II, and Elementary II), a separate *Self-Study* is required for each level. However, if an institution offers both Elementary I and Elementary I-II, or both Secondary I and Secondary I-II teacher education courses, separate *Self-Studies* are **not** required; the Elementary II teacher education course requires a complete *Self-Study*.

B.5 Distance Education

If a MACTE accredited program chooses to offer 10% of their certification course levels via distance education, there are guidelines that must be followed. All course levels must include at least 120 in-residence academic clock hours. Elementary I-II and Secondary I-II course levels must include at least 180 in-residence academic clock hours. Programs offering portions of their course levels via distance education must adhere to MACTE's distance education policy. See *Section J* for information on distance education.

B.6 Overview of Costs

MACTE's operations are supported primarily by annual and adult learner fees from accredited programs and affiliate organizations, consortia, and groups of independent institutions. The *MACTE Fee Requirements Table* below outlines the financial obligations required with MACTE accreditation. For a list of the current fee amounts, please visit the current *MACTE Fee Schedule* available for download from the MACTE website. Every two years fees are evaluated and approved by the MACTE Board of Directors and are subject to change.

In addition to the fees listed in the below *MACTE Fee Requirements Table*, programs are responsible for all costs associated with the on-site verification visit. Costs include travel, food, and lodging for the visitors. Further information regarding these costs is outlined in the *On-Site Verification Visit Guide*, which is available for download from the MACTE website.

MACTE's fiscal year begins July 1st and ends June 30th. Once paid, all dues and fees are non-refundable.

MACTE Fee Requirements Table

ANNUAL PROGRAM FEES	
Billed: July 1st of each year	- Annual fees are payable each year of a program's accreditation term. - Annual fees are billed for each accredited course level, whether or not a course cycle is conducted in a particular year. - Additional location fees are billed annually for each accredited course level at each location. - New programs that receive accreditation during the current fiscal year do not need to pay annual fees until the beginning of the next fiscal year. **Late Penalty:** - A late fee of $100.00 is charged if annual dues are not paid within 90 days of the invoice date and the program runs the risk of being put on Administrative Probationary Accreditation status.
ACCREDITATION APPLICATION FEES	
Due: with application	- The program's application for Initial or Renewal accreditation must be submitted with payment. - A one-time application fee is paid to MACTE for each teacher education course level. When seeking accreditation for multiple levels at the same time, a reduced price is assessed after the first level. - Portal access will not be given until fees are received. - Once paid, fees are valid for 24 months.
SUBSTANTIVE CHANGE FEES	

Due: with application	- Substantive change fees are due with submission of the substantive change application. - Substantive changes requiring an on-site verification visit include: Change in Ownership, Addition of Certification Course Level for Different Age Range, Relocation of Permanent Site or Additional Site, and New Additional Location. - Substantive changes not requiring an on-site verification visit include: Change in Legal Name, Change in Faculty/Staff/Director, Change in Time Structure/Length, Change in Curriculum, and Change in Mission/Objective.
	CONTRACT SITE FEES
Due: upon contract site achieving Full Accreditation status	- Contract site fees are billed for the entire length of the contract and for each course level at the time accreditation is granted. - Adult learner fees are also due in-full at that time.
	ADULT LEARNER FEES (for free-standing institutions)

Due: by 15th of second month after the start of the TEP's academic course cycle [rev. 04/17]	- Must be paid with corresponding Adult Learner Registration List by the due date.
	Due Date Calculation Example:
	    Start Date on Registration List: **Registration & Fee Due Date:**
	       September (any), 20XX November 15, 20XX
	  [rev. 04/17]
	
	   - The current adult learner fees are published in the most recent *MACTE Fee Schedule* found on MACTE's website. - After the registration and fee due date has passed, the adult may not transfer their adult learner registration and fee to a different course level. **Exception:** If an EL I or SEC I adult learner has not graduated, the adult learner has three years to choose to complete the combined EL I-II or SEC I-II course level without repaying the adult learner fee. - Adult learners have three years to complete their practicum and course work after the conclusion of their academic course cycle. If an adult learner requires an extension, please contact the MACTE office. [rev. 04/18]
	Late Penalty [rev. 04/16]**:**
	   - The current adult learner fee will be charged regardless of the adult learners' start date. - Adult learner fees not paid by the due date will be assessed as follows:
	  - 5% of total if paid within six months after the payment due date
	  - 10% of total if paid within one year after the payment due date
	  - 15% of total if paid after one year of the payment due date - Program is responsible for payment of late fee and cannot be assessed to the adult learner. - Late payments will put a TEP at risk of Administrative Probationary Accreditation status.

ADULT LEARNER FEES (for college or university programs)	

Due: by 15th of second month after the start of the practicum [rev. 04/17]	▪ Must be paid with corresponding Adult Learner Registration List, **due at the beginning of the practicum.**
	
	Due Date Calculation Example:
	    Start Date on Registration List: Registration & Fee Due Date:
	       September (any), 20XX November 15, 20XX
	  [rev. 04/17]
	
	▪ The current adult learner fees are published in the most recent *MACTE Fee Schedule* found on MACTE's website.
	▪ After the registration and fee due date has passed, the adult may not transfer their adult learner registration and fee to a different course level.
	    o **Exception:** If an EL I or SEC I adult learner has not graduated the adult learner has three years to choose to complete the combined EL I-II or SEC I-II course level without repaying the Adult Learner Fee.
	▪ Adult learners have three years to complete their practicum and course work after the conclusion of their academic course cycle. If an adult learner requires an extension, please contact the MACTE office. [rev. 04/18]
	
	Late Penalty [rev. 04/16]**:**
	▪ The current adult learner fee will be charged regardless of the adult learners' start date.
	▪ Adult learner fees not paid by the due date will be assessed as follows:
	   - 5% of total if paid within six months after the payment due date
	   - 10% of total if paid within one year after the payment due date
	   - 15% of total if paid after one year of the payment due date
	▪ Program is responsible for payment of late fee which cannot be assessed to the adult learner.
	▪ Late payments will put a TEP at risk of Administrative Probationary Accreditation status.

ADULT LEARNER FEES (for initial applicants)	
Due: upon achieving Full Accreditation status	▪ The Adult Learner Registration List and adult learner fees are due immediately upon the program or additional site achieving Full Accreditation status.
RECONSIDERATION/APPEAL FEES	
Due: within 30 calendar days of the Board's decision	▪ See *Section F* for more information on reconsideration and appeal.

B.7 MACTE Resources

MACTE Website
MACTE's website (www.macte.org) is an easily accessible and comprehensive resource for staying up-to-date with MACTE and the accreditation process. Check the MACTE website regularly for updates on procedures, fees, news, and events. MACTE also sends out periodic newsletters via email with important news and updates. Sign up to receive MACTE newsletters via the MACTE website. In addition, all publications, required applications, and forms can be found at the MACTE website on the Document Library resource page.

Publications
MACTE Guide to Accreditation – This is a comprehensive guide for the faculty, staff, and administrators of current and potential MACTE accredited teacher education programs. The Guide includes a full description of MACTE's Quality Principles and standards, details on the accreditation process and requirements, and guidelines.

On-Site Verification Visit Guide – This is a guide for programs going through the accreditation process and the on-site verification teams conducting the visits. It details the entire on-site verification visit process, the expectations of the program and the team, and all associated costs. This guide is available for download on the MACTE website.

Guidance and Feedback
The MACTE staff will provide feedback throughout the accreditation process and offers a variety of available services for further assistance. The MACTE staff is available to answer questions over the phone during normal business hours, Monday through Friday. Questions can also be emailed to accreditation@macte.org.

MACTE provides frequent *Self-Study* workshops and webinars that are open to those interested in initial or renewal accreditation. Upcoming workshops are listed on the MACTE website.

B.8 Ethics and Plagiarism

MACTE Code of Ethics
MACTE requires all programs, affiliates, and those involved with the accreditation process to adhere to the MACTE Code of Ethics:

The Montessori Accreditation Council for Teacher Education is committed to excellence in business and educational practices and services. Such a commitment requires all employees, verifiers, board members, affiliations, accredited teacher education programs, and other related parties to act in good faith at all times.

By engaging in work with MACTE, you commit and adhere to the following statements in the quest of the highest educational and business standards possible.

We are committed to the highest standards of honesty and integrity in teaching and business practices.

We support MACTE and the leadership of the MACTE Board of Directors and will not misrepresent its policies in public discussion.

We respect and protect confidentiality of all information pertaining to persons, institutions, and programs related to MACTE. We discuss confidential information only with authorized persons.

We refrain from negative or disparaging remarks about other people, programs, or affiliations.

We consistently put forth our best effort to promote high quality Montessori philosophy and methods.

We strive to ensure satisfaction with direct service to adult learners and the indirect service to children.

We protect participation in accreditation and credentialing without regard to race, sex, color, creed, or national origin. We advocate and practice just and equitable treatment of adult learners, staff, and colleagues.

We demonstrate responsible leadership and are committed to continuous improvement.

We abide by all rules, regulations, laws and ordinances that are applicable to operation in the city/state/country and all policies set out in the MACTE Guide to Accreditation.

We demonstrate respect for self, others, and environments.

We actively practice appropriate, respectful problem-solving techniques, including adhering to pertinent due process procedures for resolving disputes.

We promote personal and planetary peace. [rev. 4/18]

Plagiarism
Plagiarism is the practice of taking someone else's work or ideas and presenting and submitting them as your own. MACTE respects that each program is the owner of their syllabi and other documents. Any program found, at any time, to be using another program's publications without expressed permission will be subject to disciplinary review and action. [rev. 4/18]

SECTION C: WRITING THE *SELF-STUDY*

C.1 The *Self-Study* Process

The *Self-Study* process is designed to be a cooperative effort of all program participants: administrative officials, faculty, field supervisors, practicum personnel, and adult learners. The *Self-Study* process takes place over several months under the leadership and coordination of the program director who may delegate responsibility for completing portions of the *Self-Study* to various individuals or groups. The *Self-Study* process provides an important opportunity to examine how a program and its course levels currently operate, to identify strengths and weaknesses, and to consider ways in which operations might be improved. The MACTE office provides materials and guides the process. Staff members are available to assist with self-assessment and completion of the *Self-Study*.

The *Self-Study* should be clear, concise, and written so that individuals unfamiliar with the program can develop an understanding of the environment in which the course operates, comprehend the nature of the learning experiences provided, and evaluate the program fairly in relation to both its own stated objectives and the MACTE Quality Principles and Criteria.

All documentation must be written in English. If official licenses and other exhibits are written in another language, an individual not associated with the program and certified as an accurate translator must translate the documents into English.

The *Self-Study* is submitted using MACTE's Accreditation Management Portal.

Each program's *Self-Study* will consist of the following five sections:
Section 1: Teacher Preparation Program Summary
Section 2: Evidence of Candidate Learning
Section 3: Faculty Learning and Inquiry
Section 4: Program Capacity
Appendix A: Adult Learner Handbook

Additional section(s) as applicable:
Section 5: Requirements for Distance Education (applicable to programs offering a course component
          or part of a course component via distance education)
Appendix B: Affiliate Requirements

C.2 *Self-Study* Writing and Review

Initial Applicants
Initial applicants are programs seeking MACTE accreditation for a course level for the first time. Initial applicants may also refer to programs that held MACTE accreditation in the past and are reapplying after a gap in their accreditation recognition. It is important to note that MACTE does not assist in the development of Montessori teacher education programs. MACTE provides support throughout the accreditation process.

Often times, a program's affiliating organization will assist programs in the initial development stage. For information regarding affiliating organizations, see *Section B.*

The following steps are recommended for initial applicants:

1. **Review the Guide and accreditation application.** Download the current *MACTE Guide to Accreditation* and accreditation application from the MACTE website.

2. **Schedule a consultation meeting** with a MACTE Accreditation Specialist. The purpose of this consult is to establish a realistic timeline for the accreditation process and ensure the program has the most updated documentation for the application process.

3. **Register for a *Self-Study* Writing Webinar**; information can be found on the MACTE website.

4. **Contact the affiliating organization**. All MACTE accredited programs must affiliate with a MACTE recognized affiliate. Prospective programs will need to research each of the recognized affiliates and contact them directly for information pertaining to the process of affiliation.

5. **Submit MACTE's accreditation application and fee** to receive access to the portal where the *Self-Study* is submitted.

6. **Submit the *Self-Study*.** Once the program has received portal access, it has 24 months to submit the *Self-Study*. After 24 months, the program must resubmit an accreditation application and fee. *Self-Study* documentation must be submitted 12 months prior to the program's prospective on-site verification visit. Please note that it is important the teacher education program has prospective on-site dates in the spring, fall, and/or winter. A summer on-site verification visit may be a first choice, but finding volunteers during this time can prove difficult, as many verifiers are also teaching courses.

7. **Complete the MACTE review process.** Once the *Self-Study* has been submitted, reviewed, and approved by MACTE and the affiliating organization, an on-site verification visit is scheduled.

Renewal Applicants
The accreditation renewal process differs slightly from the initial applicant process. The following information provides the timeline and steps for renewal applicants:

1. **MACTE will send a renewal reminder email.** At least 18 months prior to a program's renewal of accreditation date, MACTE will send a reminder letter to the program director. At this time, the program should begin the renewal of accreditation process if they have not done so already.

2. **Review the Guide and accreditation application.** Download the current *MACTE Guide to Accreditation* and accreditation application from the MACTE website.

3. **Register for a *Self-Study* Writing Webinar**; information can be found on the MACTE website.

4. **Submit MACTE's accreditation application and fee** to receive access to the portal where the *Self-Study* is submitted.

8. **Submit the *Self-Study*.** The program must submit the *Self-Study* at least nine months prior to the target on-site dates. Please note that it is important the teacher education program has prospective on-site dates in the spring, fall, and/or winter. A summer on-site verification visit may be a first choice, but finding volunteers during this time can prove difficult, as many verifiers are also teaching courses.

5. **Complete the MACTE review process.** Once the *Self-Study* has been submitted, reviewed, and approved by MACTE and the affiliating organization, an on-site verification visit is scheduled.

Review Process for Initial/Renewal Applicants
The following details the MACTE review process once an initial or renewal accreditation application, application fee(s) and *Self-Study* have been submitted.

1. The program submits the *Self-Study* via the portal to the MACTE office.

2. The program is added to the Accreditation Specialists' document review queue.

3. An Accreditation Specialist will complete an Initial Office Review. The Initial Office Review will verify the following:
   - *Self-Study* is complete and contains all required components;
   - program's syllabi include all required components;
   - program's faculty is qualified and has complete paperwork;
   - tables and charts are included and complete;
   - the Adult Learner Handbook is complete.

4. The program has 15 business days to respond to requests made in the Initial Office Review.

5. Once the Initial Office Review process is complete, the *Self-Study* is shared with a MACTE reader to complete a comprehensive content review. The MACTE reader provides feedback to the Accreditation Specialist regarding the program's compliance with the MACTE Quality Principles and Criteria.

6. The Accreditation Specialist compiles the formative feedback into a Staff Analysis and sends it to the program director.

7. The program then has 15 business days to respond to the Staff Analysis and provide any requested revisions. **Note:** Each program is afforded two rounds of formative feedback with the MACTE reader. If the program is not able to satisfy MACTE reader requests after two rounds of formative feedback, MACTE will request that the program reflect on what is being asked and resubmit the *Self-Study* in no fewer than 12 months. [rev. 04/16]

8. Once MACTE and the program's affiliating organization have completed the reader review process, an on-site verification visit will be scheduled. On-site verification visits will NOT be scheduled without approval from the program's affiliating organization.

9. Once the on-site verification visit has taken place, the program will be placed on the next quarterly MACTE Board meeting agenda for deliberation.

C.3 Third-Party Comments

Notice of the opportunity for public comment is posted on the MACTE website no less than two weeks prior to the program's on-site verification visit. The appropriate stakeholders (e.g., alumni, supervising teachers, heads of schools, faculty) are informed in advance of the posting and have the opportunity to make comments with regard to the program being considered for accreditation.

SECTION D: *SELF-STUDY* QUALITY PRINCIPLES AND CRITERIA

D.1 MACTE's Quality Principles

The term "MACTE Quality Principles" refers to the three principles by which Montessori teacher education programs are evaluated for purposes of accreditation. MACTE Quality Principles indicate mandatory conditions or actions, and each applicant must achieve substantial compliance with each of them in order to be granted accredited status. MACTE Quality Principles are general statements. They are widely applicable to a variety of Montessori programs, and yet avoid provisions that may be seen as arbitrary. They are both qualitative and quantitative. They are designed to promote quality and stability, while accommodating reasonable variations and special characteristics. MACTE Quality Principles are intended to acknowledge, respect, and complement the rights of programs and institutions to be self-defining and self-determining.

Criteria

The criteria defines the ways the programs seeking accreditation are required to meet each MACTE Quality Principle. Substantial compliance with each of the criteria is required for accreditation. All courses and components are evaluated using the same MACTE Quality Principles, criteria, policies, and procedures. Programs offering course components online should review *Section J* for additional distance education guidelines.

Quality Principle I: *Evidence of Candidate Learning: Understanding and Teaching Montessori Principles*

The core outcome of programs MACTE accredits is the evidence that the graduates are competent, caring, and qualified educators. The essential idea of this principle is the program's ability to produce graduates who demonstrate knowledge for effective work in Montessori education.

Quality Principle II: *Faculty Learning and Inquiry*

MACTE accreditation is based in part on the faculty's system of quality control. This system is the means by which the faculty finds evidence for Quality Principle I and regularly inquires into ways to improve the program's quality, makes decisions based on the evidence, and monitors and enhances the program's capacity for quality.

Quality Principle III: *Program Capacity*

MACTE defines a quality program as one that has credible and consistent evidence that the program has the capacity to operate. The essential idea of this principle is a program's ability to demonstrate sound management practices within the program which will support adult learner's ongoing education.

D.2 Minimum Requirements for Each Course Level

A Montessori teacher education program offers a comprehensive set of course levels which provide integrated academic and practicum experiences intended to qualify the graduate for a Montessori credential within a specified age range. Each course level must achieve substantial compliance with the MACTE Quality Principles as defined in the accompanying criteria.

Infant and Toddler (birth through 3 years)
Completion of this level requires a minimum of 600 clock hours. The academic portion must contain a minimum of 200 clock hours and the practicum a minimum of 400 clock hours. The academic portion must include lecture, presentation with materials, and group process and discussion covering, but not limited to, sensory and motor experiences, language experiences, positive social experiences, self-care, art, and music.

Early Childhood (2½ through 6 years)
Completion of this level requires a minimum of 600 clock hours. A minimum of 200 academic clock hours is required. The academic portion must include lecture, presentation with materials, group process and discussion, covering, but not limited to, practical life, sensorial, mathematics, language, science, physical geography, cultural studies, physical education, music, and arts education. The practicum is comprised of 400 clock hours with at least 120 hours student teaching.

Elementary I (6 through 9 years)
Completion of this level requires a minimum of 800 clock hours. A minimum of 200 academic clock hours is required, covering but not limited to language arts, mathematics, physical and biological sciences, social studies, arts education, health and physical education, history, geometry, geography, and music. The practicum is comprised of 400 clock hours with at least 120 hours student teaching. A minimum of 200 additional clock hours is required which must include additional student teaching hours, or additional academic contact hours.

Elementary II (9 through 12 years)
Completion of this level requires a minimum of 800 clock hours. A minimum of 200 academic clock hours is required, covering but not limited to language arts, mathematics, physical and biological sciences, social studies, arts education, health and physical education, history, geometry, geography, and music. The practicum is comprised of 400 clock hours with at least 120 hours student teaching in EL II environment. A minimum of 200 additional clock hours, at least 100 of which must address an academic overview of EL I, the other additional hours must include additional student teaching hours, or additional academic contact hours. [rev. 4/17]

Elementary I-II (6 through 12 years)
Completion of this level requires a minimum of 1,200 clock hours. A minimum of 200 academic clock hours is required for Elementary I and 175 academic clock hours for Elementary II, covering but not limited to language arts, mathematics, physical and biological sciences, social studies, arts education, health and physical education, history, geometry, geography, and music. The practicum is comprised of 400 clock hours with a minimum of 120 hours student teaching. A minimum of 425 additional clock hours is required, which must include additional student teaching hours, or additional academic contact hours.

Secondary I (12 through 15 years)

Completion of this level requires a minimum of 1,200 clock hours. A minimum of 200 academic clock hours is required, covering but not limited to mathematics, language arts, economic experiences, sciences, social studies, arts education, health and physical education, history, outdoor education, service learning, career education, and college admissions/career readings. The practicum is comprised of 1,000 clock hours with a minimum of 120 hours student teaching.

Secondary I-II (12 through 18 years)

Completion of this level requires a minimum of 1,500 clock hours. A minimum of 500 academic clock hours is required with 125 hours at the Secondary II level, covering but not limited to mathematics, language arts, economic experiences, sciences, social studies, arts education, health and physical education, history, outdoor education, service learning, career education and college admissions/career readings. The practicum is comprised of 1,000 clock hours with a minimum of 120 hours student teaching.

For all Course Levels

Academic and practicum clock hours exclude written and oral exams, lunches and other breaks, and translation time if the teacher education course is offered in one language and translated into another.

Practicum hours are defined as student teaching and/or observation. The practicum must include the following: supervised teaching, observation, interaction between adult learners and materials, interaction between adult learners and children, integration of knowledge with practice, preparation and care of the environment, communications, demonstration of skills, and supervised practice. Practicum hours do not include independent research, material making, and/or album preparation. Each program should refer to its affiliating organization's requirements with regard to student teaching requirements and observation requirements.

D.3 Competencies for Montessori Teacher Candidates

Accredited programs are required to incorporate MACTE competencies into their course syllabi. The program must demonstrate how the competencies are being met. Each course level must target all of the MACTE Competencies. It is likely that certain competencies will be targeted multiple times in different course components. Each category of competencies allows the program to demonstrate how they are training the adult learners to be competent, caring, and qualified professionals.

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

Definition of level:
Infant and Toddler - Birth through three (0-3) years of age
Early Childhood - Two and one-half through six (2½-6) years of age
Elementary I - Six through nine (6-9) years of age
Elementary II - Nine through twelve (9-12) years of age
Secondary I - Twelve through fifteen (12-15) years of age
Secondary II - Fifteen through nineteen (12-19) years of age

* Targeted subject matter areas by instructional level to include, but not limited:
- Infant and Toddler: sensory and motor experiences, language experiences, positive social experiences, self-care, art, and music.
- Early Childhood: practical life, sensorial, mathematics, language, science, physical geography, cultural studies, physical education, music, and arts education.
- Elementary: language arts, mathematics, physical and biological sciences, social studies, arts education, health and physical education, history, geometry, geography, and music.
- Secondary: mathematics, language arts, economic experiences, sciences, social studies, arts education, health and physical education, history, outdoor education, service learning, career education, and college admissions/career readings.

D.4 The *Self-Study* Quality Principles and Criteria

All documents referenced for download in the *Self-Study* can also be found on MACTE's website (macte.org/document-library). Please submit payment and the MACTE accreditation application to accreditation@macte.org in order to receive portal access.

D.5 *Self-Study* Section 1 - Teacher Preparation Program Summary

1.1   Write a brief history and state the goals of the program.

Mission Statement
The educational goals of the program are clearly stated; educational objectives and outcomes are specified, reasonable, and consistent with the mission.

1.2   Write the program's mission statement.

1.3   Describe the distinguishing characteristics of the program.

1.4   Write a summary of the process of developing the *Self-Study*. Items to be addressed: How did your program go about completing the writing process? Who was involved? Was the process collaborative? If a consultant was used during the preparation of the *Self-Study*, explain the consultant's role in the process. What are the plans for changes in your program as a result of writing the *Self-Study*?

1.5   Summarize the demographics of the program's adult learner.

1.6   If the program is within a college or university, list any additional accrediting agencies (e.g. Council for the Accreditation of Educator Preparation [CAEP], Southern Association of Colleges and Schools Commission on Colleges [SACSCC]).

1.7   Complete the Program Hours Table. See below for MACTE guidelines.

- Total academic clock hours: Includes lectures, demonstrations, and integrated practice with materials with the certification course instructor(s).
- Hours in residence: Number of clock hours an adult learner is required to be on campus (programs with distance education only).
- Hours via distance education: Number of clock hours in which program components are delivered to adult learners who are not in residence with the instructor, either synchronously or asynchronously (programs with distance education only).
- Total practicum hours: The phase of preparation related to the practical implementation of the Montessori methodology, which involves practice by the adult learner under the supervision of the teacher training program and includes student teaching and field observation.

- Hours student teaching: Includes hours of practicum spent in the classroom actively practicing with children. If the program does not make a distinction between practicum and student teaching hours, enter not applicable.
- Total additional clock hours: If your program has additional hours not considered academic or practicum, explain below.
- Total program hours: Total academic hours + total practicum hours + total additional clock hours

Total academic hours		hours in residence (programs with distance education only)		hours via distance education (programs with distance education only)
	=		+	
Total practicum hours		hours student teaching		additional practicum hours
	=		+	
Total additional hours				
Total program hours				

On-Site Verification Documentation Requirements for *Self-Study* Section 1 – Program Summary
The following must be made available to the on-site verification team:

1.8   If a program is within a college or university and holds accreditation from another accrediting agency, evidence of this accreditation must be provided.

1.9   Provide evidence of legal authorization to operate:
- Within the U.S.: The program must provide evidence of state legal authorization or registration.
- Internationally: The program must provide evidence of legal authorization, registration, or approval from a government agency.

1.10   For non-collegiate programs, provide articles and/or bylaws.

1.11   Provide originals of all licenses and permits, if required for operations (e.g., business, fire/safety).

D.6 *Self-Study* Section 2 - Quality Principle I: Evidence of Candidate Learning

Description of Course Components
The program defines its educational task with a clearly written syllabus for each course component of each certification program to include all of the following:

- title of course component and number (if applicable)
- instructor(s)
- academic clock hours
- MACTE competencies (designated with numbering used in the MACTE competencies table in *Section D* of the Guide)
- outline of content and learning experiences
- assignments, evaluation requirements, and/or performance assessments
- course objectives
- required textbooks/readings

2.1 Include the syllabus for each course component. Number the objectives and reference the correlated MACTE Competencies. Include sufficient information to show support of the objectives, competencies, and what assessment tools are used to evaluate each course component.

2.2 Write the program's affiliate organization's "core curriculum."
Core Curriculum: Essential course components as defined by each affiliate organization or by an independent institution.

Program Effectiveness
The program uses appropriate measures to evaluate the effectiveness of the course. This is accomplished through examination of adult learner coursework.

Adult Learner Assessment and Evaluation
The program assesses and evaluates adult learners for certification. In addition, the program documents that each adult learner is competent, caring, and qualified to enter the Montessori teaching field. The list of MACTE Competencies can be found in *Section D*. The process of continuing and final evaluation of each candidate assures that:
- fair and objective consideration is given to each adult learner;
- certification is recommended or granted only after each adult learner understands and can apply the MACTE Competencies and has successfully completed all program requirements.

2.3 Using the Evidence and Assessment Summary Table (available for download at www.macte.org/document-library/), list the sources of evidence the program relies on to determine adult learners meet the qualifications for a Montessori credential.

Initial Applicants: Must provide at least the "Evidence Information" in the Evidence and Assessments Summary Table. If the program has previously collected data for the sources of evidence, complete the Adult Learner Results/Scores section for at least one cohort.

Renewal Applicants: Provide data on a minimum of two cohorts that have completed the program in the last seven years.

2.4 Using the Evidence and Assessments Rationale Document (available for download at www.macte.org/document-library/), summarize the evaluation and assessment of outcomes for adult learners during the course. Provide a clear rationale for each assessment being used.

2.5 Sample copies of all assessment tools used for the sources of evidence listed in the Evidence and Assessments Summary Table are required. Each document should indicate which assessment tool is used for each source of evidence.

Supervised Teaching
- The program documents that practicum sites and personnel meet its stated standards.
- The program provides an annual listing of sites, supervising teachers, and field supervisors.
- The program provides verification of a minimum of three on-site visits and performance evaluations of student teachers during the certification course cycle.
- The supervising teacher must be in her/his second year of teaching after completion of the Montessori credential.
- Provide evidence of additional support for those adult learners working in a self-directed practicum.
- The on-site verification team will visit at least two practicum sites.

2.6 Complete the practicum site information.

Practicum Site Name and Address	Supervising Teacher	Year and Level of Credential
Example: ABC Montessori School 1 Montessori Way Los Angeles, California	Jane Doe	2001 Early Childhood

2.7 State the program's standards for practicum sites and supervising teachers and describe how these sites are monitored.

2.8 Write a narrative of how adult learners are observed and evaluated during the practicum phase.

2.9 For programs with a self-directed practicum option, write a narrative providing evidence that additional support is given to the adult learners.

2.10 Merge all sample evaluation forms used for student teacher observation and evaluation during the practicum phase, and upload as a single PDF file.

2.11 Upload a sample copy of the form used to verify the required number of visits, length of each visit, and name of field supervisor conducting each observation during the practicum phase.

2.12 Describe the way in which adult learners are informed of their performance and results of evaluations with regard to the practicum phase of the program.

Outcomes Assessment

The program utilizes a well-defined and ongoing system for evaluating program outcomes and success with respect to its mission (which may include different standards for different programs as established by the program), and the competencies listed in the MACTE Competencies Table. The program incorporates the results into documented plans for program improvement. MACTE accredited programs are required to track graduation rates, employment rates, graduate surveys, and employer evaluations. For specific threshold requirements and additional information, see *Section I*.

2.13 Describe the process used to calculate and track adult learner outcomes for each of the following categories:
- graduation rates
- employment rates
- graduate surveys
- employer evaluations

2.14 Merge sample copies of the following forms and upload as a single PDF file:
- graduate surveys
- employer evaluations
- form used to track placement rates

2.15 Complete the Outcome Assessments Table.

Initial Applicants: If the program has outcomes data, complete the table. If the program either has not previously collected the outcomes data or is a new program, click "Not Applicable - Initial Applicant."

Renewal Applicants: Provide records and rates for at least four years.

	Site Location	Course Cycle Dates	Graduation Rate	Employment Rate	Graduate Surveys	Employer Evaluation Surveys
Cohort 1						

Outcome assessment data collection: Include rates and survey distribution data for each completed cohort for the last four years. If the program runs multiple cohorts per year, include data for each completed cohort of each of the four years. Additional rows may be added as necessary.

2.16   *Initial Applicants:* Write a detailed narrative focusing on how the program plans to use the outcome assessments for program improvement.

Renewal Applicants: Write a detailed narrative focusing on how the program has used the outcome assessments for program improvement.

Other Educational Activities
Other educational activities offered by the program, such as special classes or workshops, maintain standards of quality and do not interfere with the implementation of the program's certification course(s).

2.17   Describe all other educational activities, outside of the teacher credentialing course, offered by the program within the past two years.

2.18   Describe how the other educational activities are funded.

2.19   All certificates given to adult learners upon completion of other educational activities the program offers must clearly state: "This certificate does not indicate completion of a MACTE accredited course." Merge samples of all certificates given for other educational activities and upload as a single PDF file.

On-Site Verification Documentation Requirements for *Self-Study* Section 2 -- Quality Principle I: Evidence of Candidate Learning
The following must be made available to the on-site verification team:

2.20   Provide access to adult learner files inclusive of completed academic phase assessment evaluations and completed practicum phase assessment evaluations listed in criteria 2.5 and 2.11.

2.21   Provide access to completed graduate surveys and completed employer surveys. Provide access to files containing evidence of placement rate and graduation rate tracking which support data collection noted in criteria 2.15.

D.7 *Self-Study* Section 3 - Quality Principle II: Faculty Learning and Inquiry

Faculty members are qualified for their respective roles and responsible for instruction and curriculum development.

Faculty and Staff Files
The program must maintain documentation on file for all administrative and instructional staff. The following documents must be available on site for all administrative and instructional staff:
- resume
- transcripts for highest degree earned
- copies of all teaching certificates/credentials

- examples from employment experience/portfolio (evidence of competence in teaching, educational administration, and curriculum development such as evaluations, letters of recommendation, projects developed, or curricula designed)
- records of current professional development hours within the last three years
- background checks, per state or local governmental requirements
- faculty and staff contracts/agreements

MACTE defines a recognized Montessori credential as a credential issued from a MACTE accredited teacher education program. All credentials issued from non-MACTE accredited programs will be reviewed independently by way of an established rubric. If the program has faculty who do not have a credential from a MACTE accredited program, please email a copy of each credential to accreditation@macte.org before submitting the *Self-Study*. In some cases, a portfolio will be not be required. If necessary, portfolio criteria are listed below.

Program Director

The program director is responsible for providing continuity and coordination of all program activities. The program is directed by an individual or individuals trained and experienced in the field with the following qualifications:

- If the teacher education program is within the U.S., at a minimum, a bachelor's degree. If the degree is from a non-U.S. regionally accredited college or university, a transcript must be submitted to a U.S. credentialing agency (an agency that is a member of the National Association of Credential Evaluation Services [NACES - www.naces.org]) for credit equivalency evaluation. Accredited colleges and universities in the U.S. may also make such evaluations. If the evaluation determines that the non-U.S. transcript is equivalent to a bachelor's degree or higher in the U.S., this requirement has been met. In addition, there must be evidence of continuing professional growth, for the last three years. If the teacher education program is outside the U.S., the nationally recognized education post-secondary standard applies in each state, province or its equivalent.
- A recognized Montessori credential at the level of instruction and three years of experience teaching in a Montessori classroom with children, after receipt of Montessori credential, at the level of instruction. If the director does not hold a credential at the course level being offered, a level coordinator must be assigned. Qualifications for a level coordinator are the same as a director.
- Evidence of competence in teaching adults, educational administration, and curriculum development (e.g., evaluations, letters of recommendation, projects developed, workshop facilitation or curricula designed).
- Interim directors must possess these same qualifications.

Instructors/Field Supervisors

Instructors/Field Supervisors must have the following qualifications:

- If the teacher education program is within the U.S., at a minimum, a bachelor's degree from a regionally accredited U.S. college/university or its equivalent. If the degree is from a non-U.S. regionally accredited College or University, a transcript must be submitted to a U.S. credentialing agency (an agency that is a member of the National Association of Credential Evaluation Services [NACES - www.naces.org]) for credit equivalency evaluation. Accredited colleges and universities in the U.S. may also make such evaluations. If the evaluation determines that the non-U.S. transcript is

equivalent to a bachelor's degree or higher in the U.S., this requirement has been met. In addition, there must be evidence of continuing professional growth for the last three years. If the teacher education program is outside the U.S., the nationally recognized education post-secondary standard applies in each state, province or its equivalent.

- Evidence of continuing professional growth within the last three years (required both with the U.S. and internationally).
- Montessori teaching experience of three years with children at the age level of instruction, following the receipt of the teaching credential.
- Teaching experience with adults (e.g., parent education presentation, presentations at conferences, workshops for Montessori schools, participation in mentorships).
- If teaching only Montessori philosophy, a recognized Montessori credential at any level is acceptable.
- If teaching Montessori core curriculum, a recognized Montessori credential for the age level at which the individual is teaching.
- A recognized Montessori credential for the age level of instruction or supervision.
- For Infant and Toddler and Early Childhood instructors and field supervisors only, a professional portfolio may be submitted if the instructor or field supervisor does not have a bachelor's degree. Portfolio criteria are listed below.

Guest Lecturers

A guest lecturer has a maximum of 50% of instructor responsibilities for any affiliate defined core course component or over 50% for a non-core course. The program director is responsible for ensuring the content of the guest lecturer's presentation is aligned with the MACTE Competencies. Guest lecturers must be recognized experts in the area of instruction and must provide evidence of their expertise by submitting:

- resume
- two letters of professional reference

3.1   Using the MACTE Faculty Summary Table (www.macte.org/document-library/), summarize all faculty positions and qualifications.

If utilized by your program, the following positions must be included in the table:
- program director
- level coordinator
- assistant director(s)
- practicum coordinator
- field supervisors
- all instructional faculty (including guest lecturers)
- any additional staff involved in the instruction or supervision of adult learners

3.2   For all persons (excluding guest lecturers) who are listed in the MACTE Faculty Summary Table, upload a single PDF file, for each individual, that contains a resume and a copy of their Montessori credential(s).

3.3   For all guest lecturers listed in the MACTE Faculty Summary Table, upload a single PDF file for each individual that contains a resume and a two letters of recommendation.

3.4   Detail the assigned responsibilities of the program director, specifying how the hours are divided between those responsibilities.

3.5   Describe the program's plan for supervision during the absence of the director for 30 calendar days or longer.

Professional Portfolio Criteria for Program Faculty Without a Recognized Montessori Credential
The professional portfolio is to be submitted with the *Self-Study* for initial application and renewal of accreditation and affiliation. A rubric will be used to review the portfolio.

Professional Portfolio Criteria:
- Present your philosophy of education.
- Describe how your skills, teaching, and life experiences have contributed to your teacher education program position/responsibilities and your own professional growth.
- Present a personal statement on how your professional experiences, career goals, and beliefs in Montessori education will inspire future Montessori teachers.
- Provide the following evidence:
    - current resume
    - college degree/transcript (if applicable)
    - credentials/certificates/licenses
    - evidence of a practicum to include the length and structure of the practicum (transcript, student handbook, testimonial, etc.)
    - affiliations/memberships
    - professional development
    - professional achievements (publications, workshops, lectures, etc.)
    - awards and honors
    - three letters of support/recommendation: one from a peer professional, one from an adult learner, and one other

Professional Portfolio Criteria for Infant and Toddler and Early Childhood Instructors Without a Bachelor's Degree
Infant and Toddler and Early Childhood teacher education program instructors and field supervisors who do not hold a bachelor's degree may use the professional portfolio. Years of service will be taken into consideration in reviewing the portfolio.

Professional Portfolio Criteria:
- Present your philosophy of education.
- Describe how your skills, teaching, and life experiences have contributed to your teacher education program position/responsibilities and your own professional growth.
- Present a personal statement on how your professional experiences, career goals, and beliefs in Montessori education will inspire future Montessori teachers.
- Provide the following evidence:
    - current resume

- credentials/certificates/licenses
- affiliations/memberships
- professional development
- professional achievements (publications, workshops, lectures, etc.)
- awards and honors
- three letters of support/recommendation: one from a peer professional, one from an adult learner and one other

3.6   A professional portfolio is required for any program director, faculty member, or field supervisor who does not have a credential from a MACTE accredited program unless otherwise indicated by MACTE.

3.7   A professional portfolio is required for each Infant and Toddler and Early Childhood faculty member and field supervisor without a bachelor's degree.

Professional Development

The faculty participates in ongoing development, implementation, and evaluation of curriculum objectives, plans, and in the provision of an appropriate learning environment. MACTE requires an average of 10 hours of professional development per year for program faculty over the three previous years.

3.8   For each program director, faculty member, and/or field supervisor, using the MACTE Professional Development Record Form (www.macte.org/document-library/), list all professional development completed in the past three years. If the program's affiliate organization utilizes a form that contains the same information, it is acceptable to upload that form in lieu of the MACTE form. Merge all record forms and upload as a single PDF file.

Faculty Evaluation

An ongoing evaluation of program faculty is implemented and documented in order to evaluate and improve upon faculty effectiveness.

3.9   Sample copies of all forms and/or a description of the method used for evaluation of faculty by adult learners and administration are required. In addition, describe the methods utilized to distribute and collect the evaluation forms.

3.10   Describe how the evaluation of faculty by adult learners and administration is used for program improvement.

Curriculum Responsibilities

The faculty participates in ongoing development, implementation, and evaluation of curriculum objectives, plans, and specific experiences, and in the provision of an appropriate learning environment.

3.11   Write a narrative description addressing the means by which academic policies are established, addressed, and enforced.

On-Site Verification Documentation Requirements for *Self-Study* Section 3 -- Quality Principle II: Faculty Learning and Inquiry

The following must be made available to the on-site verification team:

3.12 Provide all the documents listed below for program faculty and staff:
- resume
- transcripts for highest degree earned
- copies of all teaching certificates/credentials
- examples from employment experience/portfolio (evidence of competence in teaching, educational administration, and curriculum development such as evaluations, letters of recommendation, projects developed, or curricula designed)
- records of current professional development hours within the last three years
- background checks, per state or local governmental requirements
- faculty and staff contracts/agreements

3.13 Provide evidence of the faculty professional development outlined in MACTE Professional Development Record Form(s).

3.14 Provide completed evaluation forms for Criteria 3.9 regarding evaluation of faculty.

D.8 *Self-Study* Section 4 - Quality Principle III: Program Capacity

4.1 Include the name(s) and address(es) of the program's proprietor/corporate officers.

4.2 Describe the legal organization and governing structure (sole proprietorship, corporation, non-profit).

Government Requirements
The program complies with all institutional and any local and state laws and regulations governing it.

4.3 Include letters of authorization from a governmental licensing agency.

Within the U.S.: If the institution is non-collegiate and state authorization is not required, provide official written verification of exemption from state authorization or from the state's post-secondary licensing agency. This letter of exemption must be current (issued within the last five years). An expired authorization will necessitate submission of a copy of the current written request for authorization.

In the event that an accredited program begins to operate in a state outside of the state of its permanent location and that state does not require licensure/approval and will not provide a letter exempting the institution from licensure/approval, then an affidavit executed by the director so stating will suffice to satisfy the intent of criterion.

International: If there is no local, regional, or governmental agency to give verification of compliance or an exemption, the institution must provide letters of explanation from one of three sources (e.g., post-secondary institutions, legal or other authoritative sources) from within the country in which it operates.

4.4 State any applicable state or local governmental requirements regarding background checks for administrative and instructional personnel. If no such requirements exist, provide a statement to this effect.

Finances

The program is financially responsible for its certification course(s) in the area of:

- Planning: The teacher education program has determined essential program and faculty needs for immediate and long-range budget planning and management.
- Commitment and capacity: In order to ensure that obligations to enrolled adult learners will be met, the program provides documents demonstrating its financial viability and responsibility for its certification course.
- Management: The program budget shows a distribution of funds appropriate for achievement of the stated objectives in the curriculum.

Planning

The appropriate administrative official(s) determine essential program and faculty needs for immediate and long-range budget planning and management.

4.5 Write a narrative statement of the policies defining the role and responsibilities of the director, other administrative officials, and faculty members specific to budget planning and management.

Commitment and Capacity

In order to ensure that obligations to enrolled adult learners will be met, the program provides documents demonstrating its financial viability and responsibility for its certification course(s).

4.6 Include documentation to demonstrate financial viability in the case of institutional default. Write a narrative that describes any debts, dependence on grant money, and a contingency plan for action to be taken upon loss of funding from sources other than tuition. Funds need to be maintained in an account to guarantee adequate funds to cover the cost of adult learner tuition on a pro-rated basis in case the program defaults. Calculation is based on number of adult learners multiplied by tuition multiplied by the percentage of the time remaining in the program cycle.

Management

The program budget shows a distribution of funds appropriate for achievement of the stated objectives in the curriculum.

4.7   Include a projected budget or balance sheet, listing income and expenses that include the following: advertising/promotion; insurance; salaries; services such as accounting and legal; taxes; travel; equipment acquisition; repair or replacement; dues, licenses, permits; facility expenses for rent, lease, mortgage, maintenance, repair, and utilities. If the program is in its first year of operation, provide documents with projected figures.

Hierarchy

The relationship of the certification course to its institution and the institution to its organization (if applicable) is defined. The organization of personnel, including names, within the certification course and within the administrative structure is defined.

4.8   Include an organizational chart of the program that indicates the placement of all personnel within the certification course. If the program is contained within a larger or umbrella organization, complete an organizational chart demonstrating this relationship. Include addresses and contact information for all positions above the director.

Contracts

The program maintains effective job descriptions and written agreements with personnel and other programs that participate in the preparation of its adult learners.

4.9   Include job descriptions of all personnel mentioned within the program's organizational chart pertaining only to the certification course. Job descriptions that must be included (if persons are utilized by the program) are program director, instructor, field supervisor, practicum coordinator and guest lecturer.

4.10   Include sample copies of agreements/contracts between the program and:
Faculty: These may include faculty roles in planning, budgeting and evaluation, the number of hours dedicated to the previously mentioned tasks, and rights and arbitration procedures.
Practicum Sites: These may include statements of responsibility of the program site.
Other institutions or individuals involved in the program.

Records

Programs must maintain records for adult learner admission, attendance, and evaluation. Permanent records must be retained in accordance to their state/country requirements. It is recommended that program directors seek outside counsel (i.e., an attorney) for information regarding the retention of files. MACTE requires permanent records be kept on file for at least five years. The program guarantees confidentiality and access to records in accordance with the Family Educational Rights and Privacy Act and/or international privacy laws.

4.11   Explain where and by whom permanent records are maintained.

4.12   State the applicable privacy policy that the program is required to meet as determined by state, regional, or provincial law.

4.13   Include a sample adult learner permanent record for the entire certification course. This is a transcript that would be provided to the adult learner and should be no more than two pages in length.

Environment

Facilities for instructional, administrative, and supportive activities are adequate and available as required by the program.

- Instructional space: One or more rooms of adequate size are provided for scheduled use during academic sessions, practice with materials, and for seminars or other classes. An actual classroom, or model thereof, which exemplifies the Montessori environment of the child age range(s) of the certification course(s) offered must be available for adult learner practice at specified times. Other factors which affect the amount of classroom space necessary are number of adult learners, number of concurrent sessions, and format of classes (e.g., seminar, lecture, practice with materials, etc.). Bathroom and space for adult learner personal items, equipment, and teaching aids are available in or near the instructional areas.
- Office space: Space for faculty is adequate for storing records and materials, preparing instructional materials, consulting with adult learners, and enabling staff members to function effectively and efficiently.
- Maintenance: All spaces are maintained in good repair, are clean, attractive, and have adequate lighting, ventilation, power and water supplies, waste disposal, and adult furnishing.

4.14   Describe the physical facilities used for classrooms. If any part of the course is delivered via distance education, a description of the format and platform being used must be included.

Resource Material

- Montessori apparatus, supplies, and equipment are available in good condition and adequate quantity to enable accomplishment of the curriculum plan relative to the number of enrolled adult learners.
- The materials exemplify those used in Montessori practice.
- Supplies and equipment for supportive activities are adequate in quantity and qualify for effective development and production of instructional and administrative materials and special projects.
- Library resources include a range of materials pertinent to child development and teacher preparation, as well as those specific to the Montessori approach. Library resources are available within reasonable proximity of the instructional space, in an environment conducive for their use, and at time periods allowing adequate accessibility for adult learners and staff.

4.15   Include a list of available materials specified in the syllabus for each curriculum area, stating quantity and quality of each material listed. Also include your affiliation's checklist of materials and indicate new materials to be acquired.

Title IV

If authorized under Title IV of the U.S. Higher Education Act, the program complies with its responsibilities as outlined by this act. Programs considering application to, or withdrawal from, Title IV are required to contact the MACTE office prior to initiating such application or withdrawal. For information regarding Title IV funding, contact the MACTE office.

- Default rates: The program's default rates in its Title IV Adult Learner loan programs are below the thresholds established by the U.S. Department of Education (USDE) for follow up actions.
- Financial/compliance audits: The program's financial and compliance audits indicate no areas of significant noncompliance with the USDE requirements.
- Fines/liabilities: The program has not been assessed any fines or liabilities by the USDE.

4.16 If applicable, write the date that Title IV authorization was initially granted by the USDE and the current term of authorization.

4.17 If applicable, write the annual default rates for the past five years.

On-Site Verification Documentation Requirements *Self-Study* Section 4 - Quality Principle III: Program Capacity
The following must be made available to the on-site verification team:

4.18 The OSVT will verify the supporting financial documents during the visit. No original bank statements or original financial documents need to be sent or included in the *Self-Study*.

4.19 Provide the on-site verification team with adult learner files. Files must include:
- application to program and adult learner contract/agreement
- transcript(s), copy of high school diploma and/or prior certification, including bachelor's degree if appropriate
- resume listing complete employment history
- background check of applicant (if required)
- testing, writing sample, or essay (if required)
- letters of recommendation (if required)

4.20 Verify the physical facilities used for classes, practicum, office, and storage. Include number and use of rooms, schedule of use for each room, and responsibility for maintenance of environment.

4.21 Provide a copy of the rent/lease agreement (if applicable). This is required for programs that do not own their facility.

4.22 Provide a copy of rent/lease agreement for materials and equipment (if applicable). This is required for programs/organizations that do not own the materials or equipment.

4.23 The on-site verification team will verify the materials available within the learning environment as indicated in the *Self-Study*.

4.24 Provide a copy of results of the most recent financial or compliance audit.

D.9 *Self-Study* Section 5 - Distance Education Requirements

MACTE requires that on-site and distance education certification course levels are evaluated using the same standards and competencies, and that they achieve the same outcomes. For MACTE's Distance Education Policy, see *Section J*. All programs offering a course component, or part of a course component, via distance education must address all requirements in this section.

5.1 Write a detailed narrative of the platform used for delivery of course content offered via distance education.

5.2 Write a detailed narrative addressing how the program ensures adult learners have access to adequate resources and the skills to participate effectively in distance education.

5.3 Write a detailed narrative addressing how appropriate technical assistance is available to adult learners and faculty members.

5.4 For each instructor responsible for delivering course content via distance education, include sufficient information regarding appropriate training regarding his or her respective roles in the distance education delivery.

5.5 Write a detailed narrative addressing how the program has effective means to support, monitor, and evaluate the work of faculty.

5.6 Write a detailed narrative addressing the program's plan for comprehensive and ongoing evaluation of the portion of the course delivered via distance education. Include documentation supporting the evaluation process.

5.7 Write a detailed narrative addressing how the program measures that the course content delivered via distance education meets its intended outcomes. Program outcomes must be comparable to those of in-residence certification courses.

5.8 Write a detailed narrative addressing how the program ensures that the adult learner who registers in a distance education course is the same adult learner who participates, completes the course, and who receives the academic credit.

On-Site Verification Documentation Requirements *Self-Study* Section 5 - Distance Education Requirements
The following must be made available to the on-site verification team:

5.9 The on-site verification team must be provided access to the distance education delivery platform used by the program.

5.10 The on-site verification team will complete the following:
- Assess the effectiveness and application of the program's processes for ensuring verification of the identity of adult learners taking distance education courses;
- Confirm that the program's verification processes protect adult learner privacy;
- Confirm that adult learners are notified of any additional charges related to verification of adult learner identity at the time of registration or enrollment;
- Indicate the program understands the distance education delivery platform must be available for access on-site.

D.10 *Self-Study* Section 6 - Appendix A - Adult Learner Handbook(s)

Appendix A is the teacher education program's Adult Learner Handbook(s). The following is information and policies MACTE requires each accredited teacher education program to publish for adult learners. Elements required in the Adult Learner Handbook represent pieces of each Quality Principle.

Certification Course Identity
Characteristics of the certification program(s) are clearly stated.

A.1 State the certification course level.

A.2 Include a brief description of the certification course level.

A.3 Include the length of one cycle and the beginning and ending dates for the completion of each certification course level.

A.4 State the educational level (e.g., graduate, undergraduate) of the certification program, units of credits (if offered), degrees (if offered), and/or any other certifications issued.

Description of Certification Course Level
For each certification course level offered, the description of content is clear, with faculty to adult learner ratios, a published academic schedule, educational goals and objectives, competencies, and performance and completion standards.

A.5 Create and complete the Academic Schedule Table and include in the Adult Learner Handbook.

Academic Schedule EXAMPLE

Specific Date	Curriculum Component	Instructor	Academic Contact Hours	Class Time
Example: 09/01/17	Practical Life	Jane Doe	8	8AM-5PM
Example: 09/02/17	Exam Practical Life	Jane Doe	0	9AM

A.6   Include adult learner to instructor ratios. Adult learner to instructor ratios indicate the highest number of adult learners per one instructor the program will allow.

A.7   Include descriptions of content, competencies, and any other objectives for each course component.

A.8   Include descriptions of expected adult learner performance and standards for completion.

A.9   Include the program's policy for entry into the practicum student teaching experience.

A.10   Include the program's policy for extensions beyond the scheduled certification course cycle and how they are granted, documented, and regulated. In the case of extenuating circumstances, a program may offer an adult learner up to three years to finish the practicum phase and all outstanding assignments required for graduation after completion of the academic phase. Include the process for adult learners that do not complete within the required three years.

Admission Requirements and Selection Procedures
Admission criteria are clearly defined, consistent with the levels of certification granted, comply with applicable laws, and are published.

A.11   Include a description of selection procedures (e.g., interview, testing, candidate acceptance decision).

A.12   For each certification course level offered, include a description of admission criteria and procedures consistent with the level of certification.

Transfer of Credit
The program must publish a transfer of credit policy. The policy must include a statement of the program's criteria regarding the transfer of credit earned at another program and must describe the program's process for assessing prior learning and incorporating adult learners into the appropriate portion(s) of the certification course. No part of the practicum phase may be satisfied by previous academic work, practicums, or life experience unless the adult learner is transferring directly from one MACTE accredited training program into another MACTE accredited training program with no time gap in the training.

A.13   Include the transfer of credit policy.

A.14   Include a list of programs with which articulation agreements are established.

Adult Learner Support Services
The program either provides or maintains resources for referral to meet adult learner needs, including academic advising, non-academic advising, and health care.

A.15   Describe adult learner services provided by the program. For services not directly provided, indicate how resources for referral are made available to adult learners in need of academic advising, non-academic counseling, and health care.

Career Information and Opportunities

Published materials and recruiting personnel make only justifiable and provable claims regarding the nature of the coursework, occupational placement, advancement, salaries, and other benefits relevant to Montessori teaching and applicable career fields.

A.16   Include information regarding placement services (if applicable).

A.17   Include where it is stated that employment, salary, and occupational advancement are not guaranteed.

Financial Information

All adult learner fees and expenses are published, included and identified; refund policies are fair and comply with applicable laws. Policies regarding payment schedules and financial aid are clearly published. The program demonstrates that the tuition and fees charged are reasonable given the length and content of the certification course and objectives of the credentials offered.

A.18   Include policy statements concerning tuition costs, payment schedule, refund policy, non-refundable fees, certification fees, costs for books, supplies, housing (if available through program), fees for enrollment extended beyond the period normally covered by tuition, and any other fees or costs associated with the certification course, especially if there are expectations of the adult learner to attend seminars or sessions outside of the cost of the certification course.

A.19   State fees for optional units or credits available through another program (if applicable).

A.20   Include information concerning financial aid (if applicable).

Code of Ethics

The program supports a commitment to integrity and ethical practices on the part of all participants.

A.21   Include the policy concerning commitment to principles of integrity, ethical practices, and equitable treatment in the relationship of adult learners and faculty to the program with date of last revision.

Attendance Policies

Attendance and absences are recorded, and the number of clock hours missed are indicated. The minimum attendance levels are defined for both academic and practicum experiences. Policies for make-up work are published and have a direct relationship to content missed.

A.22   Include a description of the system used for recording absences in clock hours.

A.23   Include the minimum attendance level policy (no lower than 90% of total clock hours).

A.24   Include the policy regarding provisions for satisfying requirements not met due to absence and for their direct relationship to content of experience missed.

A.25 For programs offering distance education course components: include the policy to ensure that the adult learner who registers in a distance education course is the same adult learner who participates in and completes the course and receives the academic credit. Programs are required to verify the identity of an adult learner who participates in a class or coursework by using methods such as secure logins and pass codes, proctored examinations, and other technologies and practices that are effective in verifying an adult learner's identity. Programs must use processes that protect adult learner privacy and must notify adult learners of any projected additional changes associated with verification of adult learner identity at the time of registration or enrollment.

Continuation, Dismissal and Withdrawal of Adult Learners and Cancellation of Certification Course
The policies and procedures clearly define all conditions, terms, and processes, including time frame for settlement in the event of refund.

A.26 Include the policies and procedures for dismissal. Refund settlement time must be included.

A.27 Include the policies and procedures for withdrawal. Refund settlement time must be included.

A.28 Include the policies and procedures for cancellation of the course by the program. Refund settlement time must be included.

A.29 Include the policies and procedures for continuation beyond the program's timeline.

Clock Hours and Grading
Systems are clearly defined and published.

A.30 Include information concerning clock hours.

A.31 Include information concerning the grading system.

Nondiscrimination
The program ensures the policies and procedures relating to adult learner selection and retention and to personnel practices are based on appropriate and equitable criteria and conform to applicable law and nondiscriminatory policies.

A.32 Include the policy of nondiscrimination.

Grievance
Procedures and policies are equitable, comprehensible, and offer timely resolution. The published policy of the accredited program includes the name, telephone number, and address of the MACTE office.

A.33 Include the grievance procedures for adult learners. For accredited programs only, this document must include the name, address, and telephone number of the MACTE office. Formal grievance must remain on file for five years.

A.34 Include the page signed by the adult learner to acknowledge receipt of Adult Learner Handbook.

On-Site Verification Documentation Requirements *Self-Study* **Section 6 - Appendix A - Adult Learner Handbook(s)**

The following must be made available to the on-site verification team:

A.35 Through interviews, file review and observation, the on-site verification team will verify that the program's published policies are an accurate representation of how the training program operates.

A.36 Provide the on-site verification team with copies of all formal, written adult learner complaints received by the program within the past five years relative to the program's compliance with MACTE Quality Principles and/or policies, and briefly describe resolution of each.

D.11 *Self-Study* Section 7- Appendix B - AMS Affiliate Requirements

Programs affiliating with the American Montessori Society (AMS) will complete Appendix B of the MACTE *Self-Study*. The following components of the American Montessori Society's affiliation process have already been completed in the MACTE *Self-Study:*

B.4 Course syllabi
B.5 Practicum site and supervising teacher standards
B.6 Adult learner observation and evaluation
B.7 MACTE Faculty Summary Table
B.9 Job descriptions
B.10 Copies of agreements
B.11 Materials

For the items listed above, the program will need to confirm that the information included in the MACTE *Self-Study* also meets AMS requirements.

B.1 For programs providing distance education, the AMS Questionnaire for Course Delivery is required.

B.2 If the program is held in a school for children or sponsored by a school for children, the school is a member or AMS/MSAC accredited school. A copy of the membership certificate or letter stating AMS school membership is required.

B.3a Using the AMS Curriculum Sequence Summary Chart, summarize the curriculum sequence with course component title/subject, number of contact hours, and with: method of delivery, specific dates (including all delivery methods), names of instructors, and catalogue-length description of content.

B.3b Using the AMS Academic Hours Chart, compare the course hours for all (at minimum the four listed below) documents found within the *Self-Study* to verify that course hours are the same across all documents where they are listed. If the course hours are listed in additional places in the *Self-Study* (Adult Learner Handbook, etc.), add additional columns to the chart.
1. MACTE Faculty Summary Table
2. AMS Curriculum Sequence Summary Chart
3. course syllabi
4. academic schedule

B.4 Confirm AMS Syllabus Guidelines are used for course components for each course level.

AMS Syllabus Guidelines
- AMS requires a separate syllabus for each AMS course component for each course level with a full outline of content taught that includes all required AMS guidelines for that course component. Be sure that the title of each syllabus matches the AMS course component title; if your course title is different, use the AMS title first followed by a / and the course title you use.
- Course component hours and instructor must be included below the title.
- Be sure the guidelines for course content prescribed in the AMS Handbook are included in your content outline.

B.5 Confirm that the documentation that is included in Section 2 of the *Self-Study* to satisfy MACTE criteria for practicum sites and supervising teachers must also satisfy AMS standards.
Include a narrative explaining how compliance with the AMS Standards is monitored.

B.6a Confirm that a narrative description of how the adult learner is observed and evaluated during the practicum phase is included in Section 2 in the *Self-Study*. Complete the following:
1. Identify the criteria number where the narrative description is located
2. Describe how the Field Consultant is assured that the adult learner is meeting appropriate competencies
3. Describe what steps are in place to support the adult learner when competencies are not being met.

B.6b Confirm that in Section 2 of the *Self-Study,* examples of forms used for adult learner observations and evaluations are included.

B.7a Confirm that the program director, faculty members, and field consultants of the program who are listed in the MACTE Faculty Summary Table must meet AMS qualifications, including AMS membership. The AMS member number and expiration dates for each faculty member are found in the MACTE Faculty Summary Table.

B.7b AMS requires copies of official transcripts for the highest degree earned for each program director, faculty members, and field consultant listed in the MACTE Faculty Summary Table. Upload a scanned copy of each individual's transcript.

If AMS has previously received a copy of a program director, faculty members, and field consultants' transcript, do not upload a copy.

B.7c For any program director, faculty members, and field consultant listed in the MACTE Faculty Summary Table who has a credential that is not AMS, AMI or NCME, AMS requires a letter from MACTE that confirms the credential is from a MACTE accredited program. Contact the MACTE office at accreditation@macte.org for further information regarding receiving a MACTE Verification Letter.

B.7d Confirm that in Section 3 of the *Self-Study*, professional portfolios are required for all Infant and Toddler (IT) or Early Childhood (EC) faculty members and field consultants who do not have a bachelor's degree.

B.7e Confirm that in Section 3 of the *Self-Study*, professional portfolios are required for any program director, faculty members, or field consultant who does not have a credential from a MACTE accredited program. AMS does not require a portfolio if the program director, faculty members, or field consultant has either an AMS, AMI, or NCME credential.

B.8 Confirm that the program's organizational chart, located in Section 4 of the *Self-Study*, includes all positions in the organization, including the director, practicum supervisor/coordinator, faculty, and field consultants, and includes contact information for all positions above the teacher education program director.

B.9 Confirm that in Section 4 of the *Self-Study*, job descriptions are uploaded for all personnel mentioned within the program's organizational chart. AMS requires that the program have a practicum supervisor/coordinator for each course level and job description/job responsibilities for that position. If the director is also the practicum supervisor/coordinator, the job description of the director must specifically state all the responsibilities and tasks of the practicum supervisor/coordinator.

B.10 Confirm that in Section 4 of the *Self-Study*, sample copies of agreements/contracts between the program and practicum sites are included. AMS requires that that the practicum site agreement contains AMS Practicum Site Standards and Requirements.

B.11 Confirm that in Section 4 of t*he Self-Study,* a list of available materials specific to each curriculum area is included. AMS provides a list of recommended materials for all course levels.

B.12a Confirm that in Appendix A of the *Self-Study*, the program's Adult Learner Handbook is included.

B.12b The program's Adult Learner Handbook should include a table of contents that identifies where policies may be found. If the policy is not found in the Adult Learner Handbook, use the checklist to identify where the policy is located (Catalogue, Practicum Handbook, etc.). Upload a copy of the completed AMS Adult Learner Policy Handbook.

B.13   AMS requires that the program's admission and credentialing requirements for full and associate credentials and for non-U.S. applicants be consistent with the AMS course level requirements and AMS policies. It is also required that the requirements be clearly described and published in the program's Adult Learner Handbook. Identify the page number(s) in the Adult Learner Handbook where the program's admission and credentialing requirements are located.

B.14   The Adult Learner Handbook must include the program's statement to associate credential holders in keeping with AMS policy. Complete the following:
1. Identify the page number(s) in the Adult Learner Handbook where the statement to Associate credential holders is located.
2. Upload a copy of the document each associate candidate must sign prior to beginning the course of study.

B.15   Upload a copy of the program's Certificate of Attendance in keeping with AMS policy.

B.16   Upload a copy of the program's transcript in keeping with AMS policy.

Identify the page number within the Adult Learner Handbook where each required policy can be found below.

B.17   Include the program's policy on continuing professional development for maintaining an active AMS credential in keeping with AMS policy.

B.18   Include a transfer policy in keeping with AMS guidelines.

B.19   Include the AMS address in the program's grievance policy. Programs renewing AMS affiliation should include the AMS address in the grievance policy. Programs applying for Initial AMS affiliation should add the AMS address to the grievance policy upon awarding of AMS full affiliate status and provide a copy of the policy to the Office of Teacher Education before receiving the AMS full affiliate certificate.

B.20   If the program offers additional educational activities, such as continuing professional development, these activities must be clearly outlined and must not interfere with the training. Write a narrative that describes the program's offerings for professional development.

D.12 Other Teacher Education Program Affiliation Requirements

American Montessori Society (AMS) is currently the only affiliate organization that has developed a dual accreditation/affiliation submission process with MACTE. MACTE welcomes affiliates interested in developing a dual submission process to contact the MACTE office.

D.13 Review of the Quality Principles & Criteria

The MACTE Board is charged with initiating any revision of the MACTE Quality Principles and Criteria. Proposals to change the MACTE Quality Principles and Criteria generally occur as the result of the research and data collected from the annual reports. However, any individual or group may propose a change or addition to the MACTE Quality Principles and Criteria at any time. When a proposed change is received in writing, it is forwarded to the Accreditation Committee for review. The committee studies the proposal, obtains additional relevant information if necessary, and determines if the proposal has merit.

For all proposals that the MACTE Board determines to have merit, the committee initiates action within twelve calendar months by first circulating the proposal to appropriate constituents with feedback requested. The community of interest is notified, with an invitation to comment through organizations and pertinent publications. Not more than twelve calendar months following, the Board receives the report on the community response and takes final action to adopt or reject the recommended change(s).

SECTION E: ON-SITE VERIFICATION VISIT

Please reference the On-Site Verification Visit Guide for further information.

E.1 On-Site Verification Visit Overview

MACTE's on-site verification visit verifies that the evidence cited in the *Self-Study* is accurate and trustworthy. The on-site verification team (OSVT) is not there to evaluate or consult with the program, but solely to verify specific targets from the *Self-Study*. MACTE's Board determines if the evidence is convincing and of sufficient magnitude to support the program's claims that its graduates are competent, caring, and qualified.

The following steps show an overview of the on-site verification visit process:

1. MACTE readers declare the *Self-Study* is auditable. A MACTE Accreditation Specialist will request tentative on-site verification visit dates from the program director (if dates were not already shared in the application).

2. MACTE's On-Site Visit Coordinator contacts verifiers to share information/dates regarding programs needing on-site verification visits.

3. The verifier(s) are selected based on their Montessori credential level, experience, availability, and proximity to the program. The tentative on-site team is sent to the program director for approval and confirmation there is no conflict of interest.

4. The program approves the OSVT.

5. MACTE sends an Official Notification to the program director and OSVT. All necessary documents and instructions are attached to the Official Notification email. The MACTE office provides the OSVT members portal access to the program's *Self-Study*.

6. The program director and OSVT create the schedule prior to the visit. All travel arrangements are booked in preparation for the visit. MACTE is to be copied on all preparation emails.

7. The OSVT visits the institution/program while all course levels being verified are in operation to verify the information contained in the *Self-Study*.

8. At the conclusion of the on-site verification visit, the OSVT prepares an On-Site Verification Report and submits it to the MACTE office within five calendar days. The MACTE office reviews the report, requests any necessary clarification from the OSVT, and then sends the report to the program director along with the Program Director's Response. The completed Program Director's Response is sent back to the MACTE office within 10 business days following the receipt of the final On-Site Verification Team Report.

9. Once the on-site verification visit has taken place and both the program and the OSVT have submitted their final documentation, MACTE will send the full record of documentation to two MACTE Board members for a final review and recommendation to the MACTE Board for deliberation and final motion for accreditation.

For initial applicants, only adult learners currently enrolled during the on-site verification visit will be eligible to graduate from a MACTE accredited program. The on-site verification team will list names of all adult learners present during the on-site verification visit.

An on-site verification visit in no way guarantees MACTE accreditation.

E.2 On-Site Verifiers

The on-site verification team consists of three or more qualified verifiers appropriate to the needs or special characteristics of the program. The composition of the team must include:

Team Leader: A program director, educator, or practitioner with significant experience as a trained on-site verifier, credentialed in the level being verified.

Educator: A person whose primary responsibility is that of a faculty member, someone who is directly involved in the delivery of an educational program. This may also be someone who currently spends at least 50% of a full-time workweek teaching, conducting research, or involved in Montessori teacher preparation.

Practitioner: Someone currently or recently directly engaged in a significant manner in the practice of a profession in the area being verified.

Local Practitioner (when applicable): When needed an OSVT may include a local practitioner who is familiar with the local educational context. In any verification visit there may be issues and findings that can be clarified by local knowledge about the program, the community, local practicum sites, the careers of the program's graduates, etc. Thus, MACTE will ask a program to identify a local practitioner to serve on the OSVT. The local practitioner (such as a classroom teacher, principal, or supervisor) is a member of the on-site team; he or she will participate in all activities of the team while the team is visiting the program and is a party to all subsequent reports and responses between MACTE and the program.

The addition of a practitioner may add a small cost to the visit. A program may consider paying a fee equal to the cost of hiring a substitute teacher. The program will select the practitioner, ensure there is no conflict of interest, and cover costs. The matter of a potential conflict of interest is complex and subtle in this case, because while the practitioner needs to be familiar with and knowledgeable about the program and its graduates, the person must not have a direct personal stake in the outcome of the visit. In any case, the person's relationship (past and present) with the program must be disclosed to MACTE. MACTE asks that the program send a copy of his or her vita along with a brief statement describing the reasons for selecting this person. The local practitioner will receive briefing and training during the organizational meeting of the team before the on-site begins, have full access to the *Self-Study* and its supporting materials and will participate in the on-site interviews, etc.

Observer (when applicable): An observer may be present during the on-site verification visit but does not provide input or assist with completing the On-Site Verification Team Report. The program is NOT required to pay for travel/food/lodging for an observer. Observers are typically present for training purposes.

At least one of the verifiers must be credentialed at one or more of the course levels offered at the program being verified. If the applicant program operates more than one course level at the same site, an attempt is made to verify all courses at a single visit. In such a case, MACTE may appoint a fourth on-site team verifier.

Verifiers are selected and assigned by the MACTE office, not by the program.

Distance and expressed needs of the applicant program are considered in the assignment of the OSVT. Program directors applying for renewal of accreditation are strongly encouraged to enroll in OSVT training and to serve on an OSVT prior to the visit of their own program.

MACTE works closely with affiliating organizations when coordinating instructions with the OSVT regarding additional affiliation requirements.

If the applicant program is located in a country where teacher education courses are delivered in a language other than English, every attempt is made to assign at least one OSVT member who speaks the applicant program's language. If this is not possible, an individual who speaks the applicant program's language, who is *not* associated with the institution or with any member of the faculty, is to be provided by the program to assist the OSVT. This is solely the responsibility of the program to locate the translator and incur the cost.

E.3 On-Site Visit Expenses

Expenses for the team members are reimbursed or paid for by the program. The program is responsible for food, lodging, travel, and any associated tips or fees for normal activity. If there is any question as to what is "normal" the program will need to be consulted before a verifier incurs the debt. The MACTE office can be contacted as well.

The verifier must keep receipts and make a record of all activities and the associated costs. If the program personnel escorts the OSVT, it is expeditious for the program to handle arrangements and fees at that time.

The on-site verifiers are to complete a reimbursement form and submit it to the program following the visit. The program is required to have all reimbursements made before the MACTE Board makes their final review. Any outstanding reimbursements may postpone accreditation timelines.

E.4 On-Site Verification Team Report

The OSVT is to complete the On-Site Verification Team Report while on-site. Each area must be marked V (Verified), VE (Verified with Error), or NV (Not Verified). Team narrative on the specific verification is required for each component.

At the conclusion of the on-site verification visit, the team will submit the completed On-Site Verification Team Report to the MACTE office within five business days. The MACTE office reviews the report and requests any clarification from the OSVT. The MACTE office then sends a copy of the report to the program director. The Program Director's Response is to be emailed back to the MACTE office within 10 days following the receipt of the final On-Site Verification Team Report.

SECTION F: THE ACCREDITATION DECISION

F.1 MACTE Final Review

After the MACTE office receives the On-Site Verification Team Report and the Program Director's Response, two MACTE Board members are then assigned to provide an in-depth review of the materials in preparation for deliberation for accreditation. The board members will present the case for deliberation at an upcoming MACTE Board meeting.

F.2 MACTE Board Action

The full Board receives the reviewers' recommendations and acts to grant or deny accreditation to the program. The director receives an electronic and hard-copy letter reporting the Board's decision within 14 calendar days of the action.

After the MACTE Board makes a decision, the MACTE President will:

- Provide written notice of the accreditation decisions to the USDE, to the appropriate State licensing or authorizing agency, the appropriate accrediting agencies, and the public no later than 30 calendar days after it makes the decision.
- Be responsible for maintaining contact and communication with other recognized agencies that accredit institutions within which MACTE has accredited programs, and with the appropriate State licensing or authorizing agencies in states within which it accredits institutions.

F.3 Term of Accreditation

The maximum period of accreditation granted by MACTE is seven years. Accreditation begins the date the MACTE Board deliberates and accepts a program's eligibility. Once MACTE grants accreditation, adult learners who were enrolled and present during the on-site verification visit (i.e., not yet graduated) are considered as candidates to graduate from an accredited program.

Starting the process two years prior to the expiration date of accreditation is strongly recommended for renewal applicants. The program is responsible for submitting its application and *Self-Study* in sufficient time to allow review, corrections and additions, scheduling the on-site verification visit, and placement on the next Board meeting agenda. A program's failure to complete the entire process within the accreditation timeframe results in withdrawal from accredited status (if the program is in good standing) or revocation of accredited status.

All initially accredited programs are granted accreditation for seven years. An interim report must be submitted and approved during the fifth year of accreditation demonstrating the collection of four years of data from the proposed evaluation system that was outlined in the initial *Self-Study*. The MACTE office sends a reminder letter to the program six months prior to the due date of the report.

F.4 Reconsideration/Appeal

A program that receives a negative status decision has the right to request reconsideration and/or appeal the decision.

If the MACTE office receives an official request for reconsideration or appeal within 30 calendar days after receipt of notification of denial or revocation of accreditation, no change will be made in the accreditation status of the program until all procedures are exhausted and a final decision is reached.

Stage One: Reconsideration
Reconsideration is the second consideration of an issue for the sole purpose of calling to the attention of the MACTE Board an alleged error, omission, or oversight in the first consideration. The Board is the body of review and decision. Reconsideration is usually the initial course of action in response to an adverse accreditation decision (denial or revocation of accreditation). After the initial written request and appropriate fee are received (see current *MACTE Fee Schedule*), the following steps are taken:

1. A hard copy of the program's written request for reconsideration must be signed by its chief executive officer and mailed with the appropriate fee to the Chair of the Board, care of the MACTE office, postmarked within 30 calendar days of receipt of the Board's notice informing the program of the decision to deny or revoke accreditation. The written request must include (1) a request for reconsideration of the action, along with a special request if an in-person hearing is desired; (2) the grounds upon which the request is being made; and (3) documentation supporting the request. The written request and all attachments must also be sent electronically to MACTE's President and received within 30 calendar days of receipt of the Board's notice. The program's failure to submit the written request and fees within 30 calendar days will be deemed a waiver of its right to reconsideration and cause the Board's action to be final.

2. Reconsideration will be conducted via conference call within 60 calendar days of receipt of the program's written request for reconsideration unless the program requests an in-person hearing. In the latter case, the hearing will be held at the next regularly scheduled meeting of the Board. Notification of the date and hour of the hearing, if requested, will be sent to the program's director.

3. At least 30 calendar days prior to the hearing, the program's director must submit names and titles of up to two individuals who will testify and the name of legal counsel if participating, to MACTE's President. In addition, one member of the OSVT and one other witness may testify. If legal counsel is present, she/he may make an oral presentation. All expenses incurred by those testifying will be borne by the program requesting their presence.

4. The Chair of the Board will conduct the hearing to bring out pertinent facts. Rules of evidence will not be applied strictly, but the Chair will exclude evidence that is unduly repetitious or irrelevant. Forty-five minutes will be allocated for the entire hearing. Of this, 20 minutes will be allocated for testimony by the director, witnesses, and counsel, if present. The remaining 25 minutes will be allotted for questioning by the Board members and responses by the director, witnesses, and counsel.

5. The Board will consider the grounds for review and the documentation in support of the program's reconsideration request. It will then take one of the following actions:
   - uphold the original decision;
   - require another on-site verification team visit and consider the resulting team report at its next regularly scheduled meeting; or
   - make a new decision based upon the evidence submitted.

6. The Board will notify the program's chief executive officer and director of its decision in writing, including the rationale for the decision, within 30 calendar days of the decision. [rev. 04/16]

Stage Two: Appeal

An appeal is a final complaint regarding an adverse action (denial or revocation of accreditation) taken by the MACTE Board and upheld during the reconsideration process. Alternately, the program may elect to waive reconsideration and immediately pursue the appeal process. After the initial written request signed by the program's chief executive officer and appropriate fees are received (see current *MACTE Fee Schedule*), MACTE's President will initiate the appeal procedure.

1. A hard copy of the program's written request for appeal must be signed by its chief executive officer and mailed with the appropriate fee to the chair of the Board, care of the MACTE office, postmarked within 30 calendar days of receipt of the Board's notice informing the program of the decision to deny or revoke accreditation. The written request must include (1) a request to appeal the action, along with a special request if an in-person hearing is desired; (2) the grounds upon which the appeal is being made; and (3) documentation supporting the appeal. The program's failure to submit the written request and fees within 30 calendar days will be deemed a waiver of its right to reconsideration and cause the Board's action to be final.

2. Three names will be selected by MACTE's President from a list of former Board members and experienced on-site verifiers who sign a statement affirming that they are free from any real or perceived conflicts of interest concerning the program under appeal. Two of these individuals must be non-public (Montessorians), and one must be a representative of the public. Of the non-public members, one must be an administrator or director of a teacher education program, and the other an educator or faculty member. These names will be forwarded to the director of the institution under appeal. This process will be completed within 30 calendar days after receipt of the request for appeal.

3. The appeals hearing will be conducted via conference call within 60 calendar days following completion of step 2 of the appeal process, unless an in-person hearing is requested by the program. In this case, the appeals panel will be notified to meet within 30 calendar days of receiving its charge from the President. MACTE's President will send notification of the date and hour of the hearing, if requested, to the program's director. All expenses incurred by those testifying will be borne by the program requesting their presence.

4. A copy of the OSVT Report and any supporting materials contributing to the decision to deny or revoke accreditation will be forwarded to each of the appeals panel members, along with all documentation submitted by the program.

5. The appeals panel will elect a chair to preside over the hearing. Unless otherwise determined by the appeals panel, the hearing will last no more than two hours. One hour will be allotted for testimony by the director and any witnesses, OSVT members, and legal counsel. The remaining hour will be allocated for questioning by appeals panel members and responses by the director, witnesses, and legal counsel. The appeals panel will consider the grounds for the appeal, the documentation in support of the program's allegations, the procedures followed by the Board and OSVT, and OSVT Report, and/or the actions of the Board. All meetings of the appeals panel will be held in executive session.

6. In the case of an in-person hearing, MACTE's President will inform all parties of the time, date, and place of the hearing at least 15 business days in advance. The same process described under 5) will be followed. Those testifying will be present in the hearing chamber only at the time of their presentation of testimony. Expenses incurred in the preparation and presentation of the appeal will be paid by the program under appeal (the current *MACTE Fee Schedule* is available on the MACTE website).

7. The recommendation of the appeals panel will be submitted with a statement of specific findings to the MACTE Board Chair and the program under appeal within 15 calendar days of the hearing. The appeals panel will either:
   ▪ affirm the Board's decision and uphold the adverse action;
   ▪ direct that another on-site verification visit be completed and the OSVT Report be submitted for consideration by the Board at its next regularly scheduled meeting;
   ▪ reverse the Board's decision, citing the specific grounds for the appeal that were upheld, based upon the evidence submitted; or
   ▪ remand the adverse action to the Board for further consideration, identifying specific issues that must be addressed.

8. At its next regularly scheduled meeting, the MACTE Board will act to affirm the appeals panel's recommendation. In the event that waiting until the next meeting precludes a timely review, the matter will be reviewed by conference call(s) and approved through email ballot.

9. The MACTE President will send copies of the decision, and a report on the specific findings on which the decision is based, to the program's director within 15 calendar days of the final decision.

Training of Appeals Panel Members
To ensure that the members of the appeals panel are competent to fulfill their function(s), the Board's Nominating Committee will seek candidates who (1) have prior experience as a Board Member or OSVT evaluator; and (2) have completed a specific program of training regarding MACTE standards, policies, and procedures. MACTE will provide regular training regarding its policies and procedures through workshops, seminars, and online educational opportunities.

F.5 Regard for State and Other Accreditor Decisions

MACTE does not accredit programs that lack legal authorization under applicable state law to provide a program of education beyond the secondary level.

Except as provided in paragraph three of this section, initial or renewed accreditation is not granted if MACTE knows, or has reasonable cause to know, that the program is the subject of:

- pending or final action brought by a state agency to suspend, revoke, withdraw, or terminate the program's legal authority to provide postsecondary education in the state;
- a decision by a recognized agency to deny accreditation;
- a pending, or final action brought by a recognized accrediting agency to suspend, revoke, withdraw, or terminate the program's accreditation; or
- probation or an equivalent status imposed by a recognized agency.

MACTE grants accreditation to a program described above only if it provides to the Secretary of Education, within 30 calendar days of its action, a thorough and reasonable explanation, consistent with its standards, why the action of the other body does not preclude MACTE's grant of accreditation.

If MACTE learns that a program it accredits, or an institution that offers a program it accredits, is the subject of an adverse action by another recognized accrediting agency or has been placed on probation or an equivalent status by another recognized agency, MACTE promptly reviews the accreditation of the program to determine if it also should take adverse action or place the program on probation (Accreditation with Stipulations).

MACTE shares with other appropriate recognized agencies and recognized state approval agencies information about the accreditation status of a program, including any adverse actions it has taken against the accredited program.

In renewal of accreditation, MACTE considers the program's default rates in adult learner loan programs and its compliance with responsibilities under Title IV of the Higher Education Act (HEA), based on the most recent data provided by the Secretary of Education. Rates that exceed the limits established by the Secretary cause an adverse accreditation decision.

F.6 Maintenance of Records and Availability of Materials

MACTE maintains complete and accurate records of the last full accreditation review of each program. Included are the On-Site Verification Team (OSVT) Reports, the program's responses to OSVT Reports, other periodic review reports, any reports of special reviews conducted by the agency between regular reviews, a copy of the program's most recent application and *Self-Study*, and all decisions made throughout a program's affiliation with MACTE regarding accreditation of the program and substantive changes, including all correspondence that is significantly related to those decisions.

MACTE maintains and makes available to the public on its website and in writing materials describing:

- each type of accreditation it grants;
- the procedure that programs must follow in applying for accreditation;
- the standards and procedures used to determine whether to grant, reaffirm, reinstate, restrict, deny, revoke, terminate, or take any other action related to each type of accreditation granted;
- the programs currently accredited and, for each program, the year the agency will next review or reconsider it for accreditation; and

- the names, academic and professional qualifications, and relevant employment and organizational affiliations of Board members and of the agency's principal administrative staff.

SECTION G: PUBLICATION OF ACCREDITATION STATUS

G.1 Publication Guidelines and Requirements

The following policies govern references to MACTE accreditation in all published materials. Advertisements may be submitted to the MACTE office for review prior to publication to ensure that they comply with MACTE policies. [rev. 07/14]

Applicant Status: The Montessori teacher education program submits their intent for Initial Accreditation by sending in their application and fee to the MACTE office for review. The application is reviewed for completeness and approved by the MACTE office. Once approved, MACTE will notify the program they may advertise as an *"Applicant for Accreditation with the Montessori Accreditation Council for Teacher Education."*

Advertisement by the program as an Applicant for Accreditation with the Montessori Accreditation Council for Teacher Education status must contain the following disclaimer:

"Applicant for Accreditation status in no way determines the outcome of the accreditation decision by MACTE."

Reference to MACTE on program's website must also include a link to MACTE's website either by hyperlinking the name, or by typing out the address http://www.macte.org/. Reference to MACTE in program's printed material must also include the address and telephone number of the MACTE office.

Candidate Status: Once the MACTE reader has reviewed and approved the *Self-Study*, the MACTE office will move forward with scheduling the on-site verification visit. After the program has received approval to schedule the on-site verification visit, the program may advertise as a *"Candidate in Good Standing with the Montessori Accreditation Council for Teacher Education."*

Advertisement by the program as a Candidate in Good Standing with the Montessori Accreditation Council for Teacher Education status must contain the following disclaimer:

"Candidate in Good Standing status in no way determines the outcome of the accreditation decisions by MACTE."

Reference to MACTE on program's website must also include a link to MACTE's website either by hyperlinking the name, or by typing out the address http://www.macte.org/.

Reference to MACTE in program's printed material must also include the address and telephone number of the MACTE office.

Accredited Status: The MACTE Board deliberates the program's case for accreditation. The Board will determine and make a decision regarding the accreditation status. Upon notification of the accreditation by the MACTE Board of Directors a program may advertise their accreditation status.

Institutions having a mix of accredited and non-accredited levels are entitled to use the MACTE logo and to refer to its accreditation status in published materials only with reference to its accredited Montessori teacher education certification course level(s). Statements must conform to the following:

"(Name of program) holds accredited status for its (level[s]) Montessori teacher education certification course level from the Montessori Accreditation Council for Teacher Education (MACTE)."

If the MACTE logo is used, it may only be placed on the same page and with reference to the accredited certification course level(s).

If MACTE is referenced in a general manner, such as on a program's website or front page of a brochure, then the reference must also list which levels are accredited and which ones are not accredited.

Institutions with all its offered levels having an accreditation status are entitled to use the MACTE logo and to refer to its accreditation status in a more general manner such as on the website's homepage and/or the front page of a brochure.

Reference to MACTE on program's website must also include a link to MACTE's website either by hyperlinking the name, or by typing out the address http://www.macte.org/.

Reference to MACTE in program's printed material must also include the address and telephone number of the MACTE office.

In the event that an institution releases incorrect or misleading information about its accreditation status, the contents of on-site reports, and/or the agency's accrediting actions with respect to it, MACTE requires the director to make public correction within a 30 day calendar period of obtaining evidence of such erroneous release of information. Failure to comply results in the imposition of penalties, ranging from probation to revocation of accreditation.

Accredited Programs petitioning for Substantive Change: The program submits their intent for an additional location or branch campus by sending in their completed application and fee to the MACTE office for review. The application is reviewed for completeness and approved by the MACTE office.

After the program has received approval to schedule the on-site verification visit, MACTE will notify the program that they may advertise as the following, *"(Name of institution/program) is a Candidate in Good Standing for its (level and name of additional location or branch campus) with the Montessori Accreditation Council for Teacher Education."*

Advertisement by the program as Candidate in Good Standing must contain the following disclaimer:

"Candidate in Good Standing in no way determines the outcome of the accreditation decision by MACTE."

Reference to MACTE on program's website must also include a link to MACTE's website either by hyperlinking the name, or by typing out the address http://www.macte.org/.

Reference to MACTE in program's printed material must also include the address and telephone number of the MACTE office.

G.2 Accreditation Status Definitions

The MACTE Board may render one of 10 separate decisions:

Full Accreditation
Full Accreditation status, for initial or renewal of accreditation, is awarded upon determination that the program demonstrates substantial compliance with the MACTE Quality Principles and Criteria. This status is published on the MACTE website.

The Board may find due cause to defer action on Full Accreditation status, but such deferral may not exceed one year.

Accreditation with Stipulations/Probation
Accreditation with Stipulations/Probation status signifies that the MACTE Board has identified critical deficiencies that must be addressed by an accredited program prior to the receiving Full Accreditation status. Programs are required to submit written evidence of the action taken to bring the certification course(s) into compliance by correcting those deficiencies within a timeframe that does not exceed the following:
- twelve months if the certification course is less than one year in length;
- eighteen months if the certification course is at least one year, but less than two years in length; or
- two years if the certification course is at least two years in length.

If, by the judgment of the Board, sufficient progress is not being made toward compliance, or significant questions are raised by any required progress report, a focused on-site verification visit might be scheduled, at the program's expense, prior to taking further action regarding the accreditation status.

A change to Accreditation with Stipulation/Probation status may be recommended upon receipt of a negative OSVT report. If the evidence is in dispute, the Board will hold a hearing; however, the Board may grant this status whether or not the evidence is in dispute.

The Board may grant Full Accreditation status upon receipt of written evidence that demonstrates the critical deficiencies have been corrected within the timeline stipulated. If the critical deficiencies are not corrected within the stipulated timeline, continuing accreditation is revoked unless the period for achieving compliance is extended for good cause.

Upon receipt of the notice of accreditation with Stipulations/Probation, the program is required to notify all enrolled adult learners and those seeking admission concerning its Accreditation with Stipulations/Probation status and to post it on its website. This information is also published on the MACTE website.

Denial of Accreditation
Denial of Accreditation is an adverse action restricted to programs applying for Initial Accreditation. This action is taken when the application, *Self-Study*, and/or the OSVT report indicate that the program does not

demonstrate substantial compliance with MACTE Quality Principles and Criteria and provides little or no evidence that these deficiencies can be readily corrected.

Notification of Denial of Accreditation is sent to the administrative officials of the program. They are provided with a written statement of each characteristic, which is judged to be in noncompliance with a MACTE Quality Principle and Criteria and are informed of appropriate appeal procedures. The program may appeal the Board decision, in writing, through the established mechanism, or it may reapply for Initial Accreditation at a later date. See *Section F* for information on reconsideration/appeal of an accreditation decision.

The program is required to agree to submit any dispute involving Denial of Accreditation to initial arbitration prior to taking any other legal action.

The program is required to notify all enrolled adult learners and those seeking admission that accreditation has been denied. This information is also posted on the MACTE website.

If a program does not gain accreditation in its first attempt but presents evidence of capacity and willingness to correct deficiencies, it may be considered a second time. Procedures for the second evaluation are identical to those of the first. If the program does not gain accreditation during its second attempt, it may not apply again until three years following the second failure to achieve accredited status.

Revocation of Accreditation
Revocation of Accreditation can occur by action of the MACTE Board or as the result of a program becoming inoperative. The program is required to agree to submit any dispute involving Revocation of Accreditation to initial arbitration prior to any legal action.

If the Board has acquired documented evidence that a program holding Full Accreditation status no longer substantially complies with the Quality Principles and Criteria, the Board may first change the status to Accreditation with Stipulations/Probation or schedule an on-site verification visit, at the expense of the program, by one or more verifiers assigned by MACTE. The program and the MACTE office may negotiate the number of verifiers and the program has the right to request more than one verifier.

Revocation of Accreditation is the final action taken when the MACTE Board has determined that all other possibilities have been exhausted and no other alternative is feasible. Notification of Revocation of Accreditation is sent to the administrative officials of the program. They are provided with a written statement of each characteristic judged to be in noncompliance with the Quality Principles or Criterion and are informed of appeal procedures.

The program may appeal the Board's decision in writing, or it may apply for initial accreditation at a later date. However, if the program has an outstanding balance at the time accreditation is revoked, the balance plus interest (computed at the IRS rate) must be paid in full before the institution is eligible to reapply.

The program is required to notify all enrolled adult learners and those seeking admission that accreditation has been revoked. This information must also be posted on its website. MACTE will publish the revocation status on the MACTE website. Adult learners who are currently enrolled and registered with MACTE are

permitted to complete their certification course on its established schedule and will be considered graduates of an accredited institution. Please see *Section I* on Teach-Out Agreements.

Accredited programs that are inoperative are required to submit annual reports to the MACTE office and to pay all accreditation-related fees and charges. Accredited status is revoked (or may be withdrawn) if the institution is in good standing after a program is inoperative for two consecutive certification course cycles.

Voluntary Withdrawal from Full Accreditation
A program in good standing with MACTE may submit a written request at any time for withdrawal from Full Accreditation status. The program is advised that once the withdrawal has been accepted the program will be removed from the list of accredited institutions and that any request for reactivation of accreditation will be treated as an initial application.

When a program submits a withdrawal request, the program is required to notify all enrolled adult learners and those seeking admission that accreditation has been withdrawn. Adult learners currently enrolled and registered with MACTE are permitted to complete their certification course on its established schedule and will be considered graduates of an accredited institution.

Programs with adult learners in their academic or practicum phase may not withdraw until at least 70% of all adult learners have either completed the program and are eligible for a credential or have withdrawn or transferred to another program. Documented evidence of each adult learner's withdrawal or transfer must be available. This requirement applies to programs intending to withdraw entire certification course levels and/or additional locations. [rev. 12/14]

A program that is not in good standing with MACTE will have its accreditation revoked. Please see *Section I* on Teach-Out Agreements.

Administrative Probationary Accreditation [rev. 03/14]
Administrative Probationary Accreditation status is given for a maximum of 90 days when a program is not in compliance with one or more of the following administrative requirements for maintenance of accreditation:
- paying accreditation-related fees and charges within 60 calendar days of the invoice date;
- submitting reports or other required information;
- registering adult learners and paying student fees by the established due date;
- agreeing to a reasonable on-site verification visit date at or near the time established by the MACTE office;
- advertising its certification courses ethically and accurately with regard to MACTE accreditation status.

Administrative Probationary Accreditation is an accreditation category and is not subject to appeal. Although the institution is recognized and listed as accredited during the period of administrative probation, failure to completely remedy the situation by the date specified in the probationary letter may result in Revocation of Accreditation.

Complete resolution of the situation cited in the administrative probationary letter will satisfy the

administrative requirements and result in restoration of accredited status.

Accreditation Probation

Accreditation Probation status is given to a program that fails to submit renewal documentation and fees within the appropriate timeframe provided to the program by MACTE. Below details the timeline for Accreditation Probation:

- If the program has not submitted renewal documentation and fees by the six-month deadline, MACTE will send a letter to the program director stating they have 15 business days to submit the required documentation to avoid being charged a late submission fee.
- If the program does not submit the renewal documentation within the 15 business days, MACTE will charge the program a $500.00 late submission fee and advise the program that they have 90 calendar days to submit the *Self-Study* documentation, late submission fee, and application fee.
- If the program does not submit all required documentation and fees within the 90 calendar day timeframe, the MACTE Board of Directors reserves the right to place the program on Accreditation Probation.
- If the program is placed on Accreditation Probation, the program director will be required to notify all adult learners and faculty that the program has been placed on Accreditation Probation within 15 business days.
- The program director must send MACTE the contact information for all current adult learners and faculty and verification each has been notified of the Accreditation Probation status.
- MACTE will notify the USDE that the program has been placed on Accreditation Probation.
- MACTE will update their website to reflect the change in status for the program.
- The program will transition back to full accreditation without probation once the MACTE Board has approved the renewal of accreditation.
- The amount of time the program extended beyond their renewal date due to the late submission of documentation will be taken off their term of renewal of accreditation.

If the program fails to submit renewal documentation prior to their official renewal date their accreditation will lapse, and the program will need to apply for Initial Accreditation.

Reporting Status

Reporting Status is given when a program falls below the reporting threshold requirements for two consecutive years. See *Section I* for information regarding threshold requirements.

Deferment of Action Due to Catastrophic Circumstances

Deferment of Action may be exercised for up to one year when an institution requests deferment due to catastrophic circumstances and provides appropriate documentation.

Good Cause Extension

MACTE may extend a programs renewal of accreditation up to 24 months for "good cause" if it specifically determines that there is good cause to do so. A good cause letter must be sent to the MACTE office no later than six months prior to the renewal date to be considered for an extension. An extension does not mean extra years of accreditation, the good cause year(s) are subtracted from the original date of renewal.

SECTION H: SUBSTANTIVE CHANGES

H.1 Substantive Change List

Substantive Change 1: Legal or Program Name (does not require an on-site visit)
Substantive Change 2: Mission Statement of Objectives of the Institution (does not require an on-site visit)
Substantive Change 3: Director and/or Faculty/Staff Composition (does not require an on-site visit)
Substantive Change 4: Time Structure or Length of an Accredited Teacher Education Course (does not require an on-site visit)
Substantive Change 5A: Syllabus (does not require an on-site visit)
Substantive Change 5B: Addition of Distance Education (does not require an on-site visit)
Substantive Change 5C: Addition of Age Range (requires a one day on-site visit)
Substantive Change 6: Legal Status, Ownership of Control (requires a one day on-site visit)
Substantive Change 7: Relocation of Permanent Site or Additional Site (requires a one day on-site visit)
Substantive Change 8: Additional Site (requires a one day on-site visit)

H.2 Reporting Substantive Changes to MACTE

A request for any substantive change must be submitted to MACTE and approved by the MACTE Board before the change is included in the program's prior grant of accreditation. Programs applying for renewal of accreditation may include substantive changes in their application and *Self-Study* without incurring substantive change fees except for, Change 8 Additional Locations. Additional locations must be submitted separately from the application and *Self-Study* and accompanied by the appropriate fees.

H.3 Change 1: Legal or Program Name

A program changing their legal or program name must download the Substantive Change Application Cover Sheet and the Application for Substantive Change 1 from the MACTE website. Instructions for submission are found on the Substantive Change Application Cover Sheet. The fee associated with this change can be found on the current MACTE Fee Schedule on the MACTE website.

H.4 Change 2: Mission Statement or Objectives of the Institution

A program changing their mission statement or objectives must download the Substantive Change Application Cover Sheet and the Application for Substantive Change 2 from the MACTE website. Instructions for submission are found on the Substantive Change Application Cover Sheet. The fee associated with this change can be found on the current MACTE Fee Schedule on the MACTE website.

H.5 Change 3: Director and/or Faculty/Staff Composition

A program changing their director and/or 50% or more of their faculty/staff in one certification course cycle must download the Substantive Change Application Cover Sheet, the Application for Substantive Change 3, and the MACTE Faculty Summary Table from the MACTE website. Instructions for submission are found on the Substantive Change Application Cover Sheet. The fee associated with this change can be found on the current MACTE Fee Schedule on the MACTE website.

H.6 Change 4: Time Structure or Length of an Accredited Certification Course

A program changing time structure and/or length of 25% or more of an accredited certification course must download the Substantive Change Application Cover Sheet and the Application for Substantive Change 4 from the MACTE website. Instructions for submission are found on the Substantive Change Application Cover Sheet. The fee associated with this change can be found on the current MACTE Fee Schedule on the MACTE website.

H.7 Change 5: Curriculum

A program changing their curriculum (syllabus, addition of distance education, and/or age range) must download the Substantive Change Application Cover Sheet and the Application for Substantive Change 5 from the MACTE website. Instructions for submission are found on the Substantive Change Application Cover Sheet.

Accredited programs must submit an application for Substantive Change 5B: Addition of Distance Education Program once they are delivering 10% or more of the total minimum academic clock hours for the course level via distance education. The program must submit a Substantive Change for every additional 10% of the total minimum academic clock hours migrated to distance education.

The fee associated with this change can be found on the current MACTE Fee Schedule on the MACTE website.
- Substantive Change 5A: Revision of Syllabus
- Substantive Change 5B: Addition of Distance Education (change in 10% of academic clock hours)
- Substantive Change 5C: Addition of Age Range (Elementary II component and/or Secondary II)

Substantive Change 5A and 5B do not require an on-site verification visit. A one to two day on-site verification visit is required for a Substantive Change 5C no later than six months after the start of the additional age range component.

H.8 Change 6: Legal Status, Control, or Ownership of the Institution

A program changing their legal status, control, or ownership of the institution must download the Substantive Change Application Cover Sheet and the Application for Substantive Change 6 from the MACTE website. Instructions for submission are found on the Substantive Change Application Cover Sheet. The fee associated with this change can be found on the current MACTE Fee Schedule on the MACTE website.

- In the event of a change in ownership, the MACTE office must be notified within 30 calendar days.
- In the case of an acquisition of another MACTE accredited certification course, if the acquiring institution is accredited at the level, the MACTE office must be notified within 30 calendar days.
- In either case, this notification must be followed by the submission of the appropriate documentation within an additional 30 calendar days.
- If the acquiring program is not accredited at the certification level of the acquired program, a full application and *Self-Study* must be submitted as an initial applicant.

H.9 Change 7: Relocation of Permanent Site or Additional Site

A program changing its permanent location or relocating an already established additional site (within a 50 mile radius) must complete the Substantive Change Application Cover Sheet and the Application for Substantive Change 7. This applies to instructional site relocation. For additional location relocation, the new site must be within 50 miles and maintain at least 75% percent of the faculty. If only the program's office is relocating, MACTE, all enrolled adult learners, and the affiliate organization must be informed of the change in location by mail or email; no Substantive Change is required. Instructions for submission are found on the Substantive Change Application Cover Sheet. The fee associated with this change can be found on the current MACTE Fee Schedule on the MACTE website. MACTE must approve the submitted Application for Substantive Change 7 prior to the site's opening. A one day on-site verification visit is required no later than six months after the relocation of permanent site. [rev. 04/18]

The replacement of a permanent location at a site at which the program is conducting a teach-out for adult learners of another program that closed before the adult learners completed their courses are also required to apply for a Substantive Change 7.

H.10 Change 8: Additional Location (Additional Site/Contract Site/Residency Site)

A program adding an additional location (additional, contract, or residency site) must complete the Substantive Change Application Cover Sheet and the Application for Substantive Change 8. Instructions for submission are found on the Substantive Change Application Cover Sheet. The fee associated with this change can be found on the current MACTE Fee Schedule on the MACTE website. MACTE must approve the submitted Application for Substantive Change 8 prior to the site's opening. A one day on-site verification visit is required no later than six months after establishment of the additional site or contract site.

Establishment of an Additional Site

An additional site is a location that is geographically apart from, but not independent of, the main location or its organizational control and management. The program must offer the same certification course to a distinct group of adult learners at each additional site for the duration of the period of accreditation at the main location.

Programs are required to pay annual and adult learner fees for each certification course level offered at an additional site. Approved additional sites operate until the program is scheduled for renewal of accreditation within its regular seven-year cycle. At the time of reaccreditation, a one-day on-site visit is required for all additional sites in operation.

Establishment of a Contract Site

A contract site is a location that:
- is temporary in nature;
- is based on a written agreement between the program (contractor) and the host school; and
- is subject to the rules for such sites as defined in the Guide.

The contractual agreement between the program and the host school must guarantee that the adult learner will receive adequate supervision for the duration of the certification course, including the adult learner teaching period. The host school must guarantee the completion of the full cycle of preparation for adult learners enrolled in the course.

Accreditation for a contract site ends when the contract ends. The accreditation date for the contract site cannot extend beyond the permanent location's renewal date. Annual and adult learner fees are due when accreditation is granted. Annual fees are calculated according to the duration of the contract and the full amount is due upon granting of accreditation. If the program intends to offer the same course level at the same host school again during the period of accreditation of the program, an updated application and substantive change fee must be submitted to the MACTE office. Only attachments and documents that have changed since the original application need to be submitted. No one day, on-site verification visit is necessary; however, unannounced visits may be conducted at any time, at the program's expense. Annual and adult learner fees will be assessed for the new contract cycle.

Establishment of a Residency Site

A residency site is a location that is used by programs where the course levels academic hours are primarily offered via distance education, and therefore the program might not have a primary location. This residency site is used for the in-residence hours of the course.

Programs are required to pay annual fees and adult learner fees for each course level offered at a residency site. Approved residency sites operate until the program is scheduled for renewal of accreditation within its regular seven year cycle. At the time of reaccreditation, a one-day on-site visit, while adult learners are present, is required for all residency sites in operation. [rev. 4/18]

Application Process for Additional Locations
1. The program must submit an application for preliminary approval by MACTE at least five months before the course begins. Minimally, the preliminary application must include the Substantive Change Application Cover Sheet and Application for Substantive Change 8. [rev. 4/18]

2. If only the Substantive Change Application Cover Sheet and Application for Substantive Change 8 are initially submitted, the program must submit all supporting documentation within one month of the "Effective Date" of change. The MACTE office must receive all documentation by the beginning of the course.

3. The on-site verification visit must be completed within six months of the beginning of the certification course and within its academic phase.

4. The MACTE Board will make a final decision regarding accreditation approval prior to the conclusion of the certification course (before adult learners are certified).

If the program is applying for multiple additional locations within the same year, MACTE will determine whether an on-site verification visit will be conducted for each location. MACTE may require an on-site verification visit within six months of the establishment of each additional location if the program:
- has a total of three or fewer additional locations;
- has not demonstrated, to MACTE's satisfaction, that it has a proven record of effective educational oversight of additional locations; or
- has been placed on warning, probation, or Accreditation with Stipulations/Probationary status, or is subject to some other limitations on its accreditation status.

For institutions that operate more than three additional locations, on-site verification visits are conducted at reasonable intervals to a representative sample of sites. Institutions that experience rapid growth in the number of additional locations are visited at reasonable intervals to ensure that educational quality is maintained. Unannounced visits may be conducted at any time at the institution's expense. The purpose of these visits is to verify that the additional location has the resources, personnel, and facilities it claimed to have in its application for approval of the additional location. If an additional site has an on-site verification visit within a 12-month period of the permanent site's renewal of accreditation, a second on-site verification visit for the additional site is not required.

All additional location accreditation dates correlate with the accreditation dates for the primary location. When the primary location is going through the renewal processes, all additional locations will be included in the renewal. If MACTE's accreditation of a program enables it to seek eligibility to participate in Title IV, HEA programs, and it establishes an additional location as outlined by the MACTE definition, the institution's fiscal and administrative capacity to operate the additional location must be verified prior to approval.

Additional locations require a site coordinator. The site coordinator must be present for the duration of the academic phase. Qualifications of site coordinator include:
- a recognized Montessori credential;
- evidence of continuing professional development;

- evidence of competency in teaching, educational administration, and curriculum development. [rev. 07/14]

H.11 Establishment of a Branch Campus

A branch campus is a location that:
- offers a course level not offered within 50 miles of the main established site;
- is geographically apart from and independent of the main campus of the program;
- is permanent in nature; and
- has its own faculty and administrative/supervisory organization.

The application for a branch campus requires a submission of a full *Self-Study*, and a complete on-site verification visit, as it is a new level not offered at any other location.

H.12 Establishment of a Teaching Site

A teaching site is a facility that the program uses only for instruction during the operation of a certification course level offered primarily at the main location. The teaching site allows the program to meet the needs of different course components during the same certification course cycle. The group of adult learners is consistent throughout the cycle of the certification course. Only teaching sites at which 10% of the total academic clock hours offered in the course are held, must be indicated on the Teaching Site Notification Form and must also be identified on the MACTE annual report.

The fee associated with this change is equivalent to a Substantive Change not requiring an on-site verification visit. It is up to the discretion of MACTE whether an on-site verification visit must be held upon the establishment of a teaching site.

SECTION I: ACCREDITED PROGRAM REQUIREMENTS

I.1 Adult Learner Registration and Graduation Procedures

Programs are responsible for maintaining all current and historic adult learner lists and the contact information and transcripts for each adult learner that attends the program. MACTE also maintains records for each adult learner that attends and graduates from a MACTE accredited institution. It is the responsibility of the program to accurately report this information to MACTE.

Adult Learner Registration
At the start of each course cycle, programs must register their adult learners with MACTE. For free-standing institutions, the registration deadline is by the 15th of the second month after the start of the academic course cycle. For college or university programs, the registration deadline is by the 15th of the second month after the start of the practicum phase. Adult learner fees are also due at this time. The adult learner fees are listed in the current year's MACTE Fee Schedule.

Due Date Calculation Example:

Start Date on Registration List:	**Registration & Fee Due Date:**
September (any), 20XX	November 15, 20XX

[rev. 04/17]

Late fees will be assessed if the Adult Learner Registration List and payment are not received by the due date:
- 5% of total if received within six months after the registration due date;
- 10% of total if received within one year after the registration due date;
- 15% of total if received after one year of the registration due date.

The late fees must be paid by the program and cannot be assessed to the adult learner. If a program anticipates that they will not meet the registration deadline, they can request an extension by contacting the MACTE office. All requests for extensions must be made prior to the registration due date. The extension length will be determined on an individual basis by the MACTE staff. Under no circumstance will registration of an adult learner be accepted after an adult learner's graduation date.

If a program continues to register adult learners late, they will be put at risk of Administrative Probationary Accreditation. [rev. 04/16]

Adult Learner Graduation
Upon graduation, all programs must submit a MACTE Graduation List to MACTE regardless of affiliation. Failure to submit MACTE Graduation Lists will put the program at risk for falling out of compliance with MACTE's policies. [rev. 04/16]

It is common for a program's affiliating organization to keep record of graduates and to handle the credentialing process. Other programs, such as those affiliated with Independent not in a Consortium, do not have a person or organization to handle credentialing. In both cases, programs are responsible for reporting both registration and graduation information to MACTE. However, MACTE will further assist in credentialing all graduates from programs not affiliated with an organization that handles credentialing. These programs will be required to submit Adult Learner Record Forms and the adult learners' credentials with their MACTE Graduation List upon graduation.

The full registration/graduation process and requirements are detailed in the *Adult Learner Registration and Graduation Procedures* table with the affiliation differences distinguished by the "Who?" column. If you are unsure if your affiliating organization handles credentialing, please contact the MACTE office.

Adult Learner Registration and Graduation Procedures

Step	Action	Who?
1: Adult Learner Registration	*For Free-Standing Institutions:* The program will submit an Adult Learner Registration List with payment of adult learner fees within six calendar weeks after the start of the academic course cycle. *For College or University Programs:* The program must submit an Adult Learner Registration List with payment of adult learner fees at the conclusion of the academic course cycle, within six calendar weeks into the practicum phase. *For Initial Applicants:* The program must submit an Adult Learner Registration List with adult learner fees upon achieving Full Accreditation status.	All Programs
2: Reporting Graduation	At the end of the certification course cycle, the program will submit a MACTE Graduation List for all adult learners completing the program.	All Programs
3: Submission of Adult Learner Records	At the end of the certification course cycle, the program will submit an Adult Learner Record Form for each adult learner completing the program.	All programs that are **not** affiliated with an organization that handles credentialing

4: Submission of Adult Learner Credentials	At the end of the certification course cycle, the program will mail the graduating adult learners' credentials to the MACTE office.	All programs that are **not** affiliated with an organization that handles credentialing
5: Placement of MACTE Seal	MACTE will verify that each graduating adult learner is registered and paid for and has successfully completed the certification course cycle. MACTE (or affiliate) will apply a seal to each adult learner's credential and return the credentials back to the program for distribution.	MACTE or affiliating organization

Please note, if a program's affiliating organization utilizes a different version of the student list or graduation list, the program can submit these forms in lieu of the Adult Learner Registration List and MACTE Graduation Lists.

Additional Registration Policies

Registration Fee Transfer & Refund Policy
The adult learner fees will apply directly to the adult learners listed on its corresponding Adult Learner Registration Lists. These fees are non-refundable and cannot be transferred to another level or adult learner. If an adult learner decides to withdraw from the course at any time, his payment will be forfeited.

If an adult learner is registered for a course level and then chooses to either change the course level after the registration due date has passed or register for an additional course at a later date, they must be registered for the new level and pay applicable fees.

The exception would be if an individual is an EL I or SEC I adult learner and has not graduated, that person has three years to choose to complete the combined EL I-II or SEC I-II course level without repaying the adult learner fee. [rev. 4/17]

Adult Learner Graduation Deadline
Adult learners have three years to complete their practicum and course work after the conclusion of their academic course cycle. If an adult learner requires an extension, please contact the MACTE office.
Failure to notify the MACTE office of the extension may result in re-payment of the current adult learner fee upon graduation. [rev. 06/18]

Registration of Transfer Adult Learners
If an adult learner transfers into a cohort after the start of a course cycle, the program is responsible for registering the adult learner with MACTE within six calendar weeks of the adult learner's academic start date. An Adult Learner Registration List containing the transfer adult learner name(s) must be submitted to MACTE with payment. In addition, the program must include a copy of the adult learner's unofficial

transcript from her/his previous teacher education program along with a completed Adult Learner Transfer Evaluation form. [rev. 04/16]

Replacement Seal Request
One MACTE seal will be given to each adult learner that attends and graduates from a MACTE accredited program. In the case that a replacement seal is required, the program must submit a MACTE Replacement Seal Request to the MACTE office with a replacement seal fee of $15.00. [rev. 04/16]

Alternative Agreements
Each program is responsible for abiding by the policies and procedures listed in this section regardless of geography, demographics, or size. Programs should adapt their own policies appropriately. If MACTE determines that a program requires an additional or alternative registration policy, MACTE may issue an Alternative Agreement with the program. These agreements will be made on an individual basis and can be terminated at any time for the reason of policy change, a Board decision, or any other unspecified reason. [rev. 04/16]

I.2 Annual Reporting

Each year, accredited programs are responsible for submitting an online annual report to the MACTE office by the required deadline. The annual report is an important monitoring and evaluation tool that enables MACTE to identify potential problems with a program's continued compliance with the Quality Principles and Criteria and considers institutional strengths and stability. Key data and indicators collected and analyzed include measures of adult learner achievement, enrollment, and fiscal information. A late fee is assessed if the deadline is not met, and additional adverse action may include placement on Administrative Probationary Accreditation.

The reporting period for annual reports is from July 1 to June 30th of the previous year. On the report, programs will confirm the accuracy of MACTE records regarding contact information, addresses and faculty, and any substantive changes. The program will also review adult learner records for accuracy.

I.3 Graduation Rates

For reporting purposes, MACTE collects the graduation data of all adult learners. When the program submits the graduation lists to the MACTE office, the adult learner status is updated. During the annual report the program will then confirm the accuracy of each adult learner's status. The graduation rate is then automatically calculated based on the data provided.

Adult Learner Status Reporting
The program will update or confirm the status of all adult learners using the following:
- continuing adult learner, adult learner who is still enrolled and is expected to graduate;
- transferred out, adult learner who transfers out of a cohort to another recognized program after the course cycle begins;
- graduate, adult learner who completed all requirements and received a credential in the corresponding course level;
- withdrawn, adult learner who voluntarily left the program permanently during the course cycle;

- dismissed, adult learner who either failed the course or was asked to leave;
- other, if the program is unsure of the correct adult learner status, they will choose other and will provide a description of their status.

Graduation Rate Calculation

The graduation rate will be automatically calculated **by cohort** based on the reported adult learner statuses in the annual report using the following formula:

$$\frac{\text{TOTAL Graduates}}{\text{Cohort TOTAL} - \text{TOTAL Transferred Out}}$$

I.4 Employment Rates

For reporting purposes, a graduation year is July 1st of the previous year to June 30th of the current year. Any person graduating during this timeframe will be included in the graduate employment data for that year.

Timeline:
1. Every July, accredited programs distribute graduation surveys to each adult learner that completed a certification course between July 1st of the previous year and June 30th of the current year. Some programs will be able to complete the distribution process much earlier as their course cycle timelines allow.
2. Accredited programs gather the returned data and prepare for submission in the MACTE annual report.

The following reporting categories should be included in employment rate surveys:
- employed full time in a Montessori classroom
- committed to military service
- accepted and plan to matriculate into a program of further study
- seeking employment
- seeking continuing education
- not seeking employment
- no information available

Employment Status Reporting

For each graduate, the program will indicate their employment status from one of the following:
- Employed in Montessori field: graduate employed in a Montessori classroom or field prior to or upon graduation.
- Employed in related educational field: graduate employed in non-Montessori field of education prior to or upon graduation.
- Not employed: graduate has not received employment, continued with higher education, or entered military service as of the annual report.
- Employed out of field: graduate employed in a field unrelated to education.
- Continuing higher education: graduate continued their education instead of directly entering the workforce.
- Entering active military service: graduate entered military service.
- Not reported: graduate has not notified the program of employment as of that annual report.

The employment rate will be calculated by cohort based on the information reported using the following formula

$$\frac{\text{TOTAL Employed in Montessori Field}}{\text{TOTAL Graduates - TOTAL (Continuing Education \& Active Military)}}$$

Each year, the program will update MACTE on all adult learners classified as "Continuing Adult Learner" and the graduation and employment rates will be updated accordingly. Once all adult learners in a cohort are no longer "Continuing Adult Learners," the cohort will be considered complete and the graduation and employment rates will be finalized.

I.5 MACTE Threshold Requirements

MACTE believes acceptable graduation and employment rates are important outcome and quality measures. Accredited institutions and programs are expected to make substantial efforts to enhance adult learners' ability to successfully complete their courses and to gain employment in the Montessori field following graduation.

Measures of continuing quality and compliance with the MACTE Quality Principles and Criteria include graduation rates and employment rates. MACTE's standard for graduation rates is 70%. MACTE monitors this rate as part of the annual reporting process. Graduation rate calculation methods are addressed above.

If the program's graduation rate falls below the 70% threshold for two consecutive cohorts for any one course level, the program will receive a letter from the MACTE office and will be required to submit an acceptable Narrative Explanation and Improvement Plan (NEIP) within three months of receiving the letter.

Using the NEIP, the program will identify possible contributors to low graduation rate and how the program plans to improve these measurements in the next two years.

If a program continues to fall below the 70% threshold, the MACTE board reserves the right to review the circumstances and make a determination whether or not the program should remain in good standing.

I.6 Teach-out Agreements

Teach-Out Plan
A teach-out plan is a written plan developed by a program that provides for the equitable treatment of adult learners if a program that provides 100% of at least one certification course ceases to operate before all adult learners have completed their course of study. A teach-out plan may include a teach-out agreement between accredited programs. An accredited program is required to submit a teach-out plan to MACTE for approval when any of the following events occur:

- The program notifies MACTE that it intends to cease operations entirely or close a location that provides 100% of at least one certification course level;

- MACTE acts to withdraw or revoke the program's accreditation;
- a State licensing or authorizing agency notifies MACTE that a program's license or legal authorization to provide a certification course has been, or will be, revoked; or
- the Secretary of Education notifies MACTE that the Secretary has initiated an emergency action against the program in accordance with Section 487 (C) (1) (G) the Higher Education Act (HEA) or an action to limit, suspend, or terminate a program participating in any Title IV, HEA program, in accordance with Section 487 (C) (1) (F) of the HEA, and that a teach-out plan is required.

Teach-Out Agreement

A teach-out agreement may be part of a teach-out plan. It is a written agreement between MACTE accredited programs that provides for the equitable treatment of adult learners and a reasonable opportunity for adult learners to complete their course of study if a program that provides 100% of at least one certification course offered ceases to operate before all enrolled adult learners have completed their program of study. The teach-out agreement outlines the process for current adult learners to complete the program at an alternative location. The requirements of the teach-out agreement are listed below.

1. The teach-out agreement exists between the program ceasing operations and another MACTE accredited teacher education program.

2. The teach-out program demonstrates that it will provide for the equitable treatment of adult learners by ensuring that it:
   - has the necessary experience, resources, and support services to provide an educational program that is of acceptable quality and reasonably similar in content, structure, and scheduling to that provided by the program that is ceasing operations either entirely or at one of its locations;
   - can provide adult learners access to the program and services without requiring them to move or travel substantial distances;
   - will provide adult learners with information about any additional charges including detailed breakdown of those charges in a timely manner; and
   - can remain stable, carry out its mission and meet all obligations to existing adult learners.

MACTE may require an accredited program to enter into a teach-out agreement as part of its teach-out plan.

Requirements for Submission of Teach-Out Plan

An accredited program must submit a teach-out plan to MACTE within 30 calendar days of withdrawal or revocation notification. The teach-out plan must include the following:
- a detailed narrative addressing the plan for all currently enrolled adult learners' completion;
- list of enrolled adult learners still in the process, include current address, telephone number, and email address;
- documentation of proof of notification of withdrawal/revocation to currently enrolled adult learners, including their options for completion;
- timeline for completion of program responsibilities to enrolled adult learners;
- address where records of past graduates will be maintained;
- contact person including contact information (address, telephone, email); and
- teach-out agreement, if applicable.

If the teach-out plan includes a teach-out agreement, the program must submit the following:

- copy of the teach-out agreement, including name of program and the certification course level to which the teach-out agreement applies, and the anticipated date of closing or discontinuance of the pertinent program. The agreement must be signed by the chief executive officers of both programs;
- map showing geographic proximity of the programs;
- analysis of content and schedules showing compatibility of program structure and scheduling; and
- notification of closure and terms of the potential teach-out agreement to enrolled adult learners and verification of mailing address.

MACTE Review of Teach-Out Plan

Upon submission, the MACTE office will review the teach-out plan within 15 calendar days of receipt. Requests for additional documentation or plan revision will be made within the 15 calendar day timeframe. Once MACTE approves the teach-out plan, the office will notify the program and any programs included in a teach-out agreement of approval.

I.7 Complaints

A complaint is defined by MACTE as a statement alleging that an accredited program, or one which is an applicant for initial accreditation, is not in *substantial compliance* with MACTE Quality Principles, Criteria, or required accreditation procedures.

Required Notice of Opportunity and Procedure to File Complaints

Each accredited program must develop and implement a procedure to inform adult learners of MACTE's mailing address and telephone number. The notice, to be distributed at regular intervals, but at least annually, includes (but is not necessarily limited to) the following language:

> MACTE reviews complaints that relate to a program's compliance with the Quality Principles and Standards. MACTE is interested in the sustained quality and continued improvement of Montessori teacher education programs but does not intervene on behalf of individuals or act as a court of appeal for individuals in matters of admission, appointment, promotion, or dismissal of faculty, staff, or adult learners. **MACTE does not investigate anonymous complaints.**

> A copy of the appropriate Standards and/or the MACTE policy and procedure for submission of complaints may be obtained by contacting the MACTE office at 420 Park Street, Charlottesville VA 22902, Phone: (434) 202-7793, Fax: (888) 525-8838, e-mail: accreditation@macte.org, website: www.macte.org

Maintenance of Internal Complaints

Programs must maintain a record of adult learner complaints related to the MACTE Quality Principles since the last comprehensive review of the program. Additionally, a copy of all adult learner complaints should be forwarded to the MACTE office. Accredited programs must retain information in their files to document compliance with this policy so that it is available for review during the on-site verification visit. The On-Site Verification Team will review all complaints lodged against the program since the previous on-site verification visit, or within the past five years for initial applicants, to discern patterns that suggest possible violations.

Due Process Related to Investigation of Complaints

The following procedures have been developed to handle the investigation of complaints about an accredited program or one that is a current applicant for initial accreditation and may not be in substantial compliance with MACTE's Quality Principles, Criteria, or established policies.

Adult learners, faculty, and other interested parties may submit an appropriate, signed complaint directly to MACTE regarding any accredited program or applicant. MACTE is interested in the continued improvement and sustained quality of Montessori teacher education programs but does not intervene on behalf of individuals or act as a court of appeal for individuals in matters of admission, appointment, promotion or dismissal of faculty, staff, or adult learners. MACTE does not intervene in complaints as a mediator but instead maintains, at all times, an investigative role. MACTE, upon request, takes every reasonable precaution to prevent the identity of the complainant from being revealed to the program.

Only written or emailed signed complaints are considered by MACTE; oral and unsigned complaints are not considered. MACTE requires attempts at informal or formal resolution through the program's internal processes prior to initiating a formal complaint. The following procedures have been established to manage complaints:

Written Complaints

When a complainant submits a written, signed statement describing the program's non-compliance with specifically identified procedure(s) or Quality Principle(s), along with appropriate documentation, the following procedures are followed:

1. The materials submitted are logged in and reviewed by the MACTE office within 15 calendar days of receipt.

2. Legal counsel may be consulted to assist in determining whether there is sufficient information to proceed. This process will be completed within 30 calendar days after staff logs in materials.

3. If the complaint provides sufficient evidence of probable cause of non-compliance with the MACTE Quality Principles or required accreditation procedures, the complainant is so advised, and the complaint is investigated using the procedures in the following section entitled "Formal Complaints."

4. If the complaint does not provide sufficient evidence of probable cause of non-compliance with the MACTE Quality Principles or required accreditation procedures, the complainant is advised. The complainant may elect to revise and submit sufficient information to pursue a formal complaint, or not to pursue a complaint, in which case the decision will be so noted, and no further action will be taken.

5. If initial investigation of a complaint reveals that MACTE is already aware of the program's non-compliance and is monitoring its progress to demonstrate compliance, the complainant is notified that the agency is currently addressing the non-compliance issues noted in the complaint.

6. In all cases outlined under (1), (2), and (3) above, the complainant will be notified of the status of the complaint within 15 calendar days.

Formal Complaints

Formal complaints are investigated as follows:

1. The complainant is informed in writing of the anticipated review schedule within 15 calendar days of determination of the status of the complaint.

2. MACTE informs the chief administrative officer of the program that MACTE has received information indicating that compliance with specific required accreditation procedure(s) or designated MACTE Quality Principle(s) has been questioned. This process occurs within 30 calendar days of (3) above.

3. Program officials respond to the complaint and report on the program's compliance with the required procedure(s) or MACTE Quality Principle(s) in question by a specific date within 30 days.

    ▪ **For standard(s)-related complaints,** MACTE uses the questions contained in the appropriate sections of the application or *Self-Study* to provide guidance on the compliance issues to be addressed and on any documentation required to demonstrate compliance.
    ▪ **For procedure(s)-related complaints,** MACTE provides the program with appropriate policy or procedural statements from the MACTE Guide to Accreditation. Additional guidance on how to best demonstrate compliance is provided to the program. Legal counsel may assist in developing this guidance.

4. After review of the program's written response, MACTE acts on the compliance questions raised.
    ▪ Determining that the program continues to comply with the procedure(s) or Quality Principle(s) in question and that no further action is required.
    ▪ Determining that the institution fails to or may not continue to comply with the procedure(s) or Quality Principle(s) in question, and then deciding whether the corrective action it takes to come into full compliance can be documented and reported to MACTE in writing or requires an on-site verification visit.

5. If by written report, MACTE describes the scope and nature of the problem and sets a compliance deadline and submission date for the report and documentation of corrective action taken by the program.

6. If by on-site review, MACTE describes the scope and nature of the problem and determines (based on the number and seriousness of the identified problem) whether the matter can be reviewed at the regularly scheduled on-site verification visit or whether a focused on-site review is needed. If a focused on-site review is required, the visit is scheduled and conducted in accord with the agency's usual procedures for such visits.

7. Within 30 calendar days of its action on the results of its investigation, MACTE:
    ▪ notifies the institution of the results of the investigation;
    ▪ notifies the complainant of the results of the investigation;
    ▪ records the action.

8. MACTE will not complete its review and make a decision regarding a complaint unless, in accordance with the procedures published above under "Formal Complaints," it ensures that the institution has sufficient opportunity to provide a response to the complaint.

Policy and Procedure for Complaints Directed at MACTE

Interested parties submit an appropriate, signed complaint to the MACTE office regarding policies or the implementation thereof. MACTE determines whether the information submitted constitutes an appropriate complaint and follows the outlined established procedures:

1. Within 15 calendar days of receipt, MACTE acknowledges the information received and provides the complainant with the appropriate policy and procedures.

2. The MACTE office will collect additional information internally, if necessary, and then conduct an initial screening to determine whether the complaint is appropriate. The initial screening is completed within 30 calendar days.

3. The MACTE office will inform the complainant of the results of the initial screening within 30 calendar days of the initial screening.

4. If the complaint is determined to be appropriate, the MACTE Board (and appropriate committees) considers the complaint at its next regularly scheduled meeting. The complaint is considered in closed session if the discussion involves specific programs; otherwise, consideration of the complaint occurs in open session. In the event that waiting until the next meeting precludes a timely review (within 90 calendar days) the appropriate committee(s) reviews the complaint through a telephone conference call(s). The action recommended by the committee(s) is forwarded to the MACTE Board for email ballot approval in this later case.

5. The MACTE Board considers changes in its policies and procedures, if indicated.

6. MACTE informs the complainant of the results of consideration of the complaint within 30 calendar days following the meeting or email balloting of the Board.

SECTION J: DISTANCE EDUCATION POLICY

J.1 Definition of Distance Education

MACTE requires that on-site and distance education certification course levels are evaluated using the same standards and competencies and that they achieve the same outcomes.

Definitions of distance education in the context of Montessori teacher education certification courses:

Distance education: Education in which instruction is delivered when the adult learner and instructor are not together in residence. The program needs to clearly state the method of delivery and the delivery needs to be interactive.

Distance education program: A program, which conducts classes where the adult learner and faculty are not together in residence, offers the majority of its required certification courses via distance education.

Distance education certification course: A Montessori teacher education certification course that an adult learner can complete primarily at a distance from the site at which the accredited program is located.

Residency requirement: For all levels, at least 120 academic clock hours of instruction must be offered while the adult learners are in residence at the program. If a program offers Elementary I–II and/or Secondary I-II Certification Course Levels, at least 180 academic clock hours of instruction must be offered while the adult learners are in residence at the program. The on-site verification visit must be conducted during the residential phase of the certification course. [rev. 07/14]

J.2 Review Process for Distance Education Courses

Accredited programs must submit an Application for Substantive Change 5B: Addition of Distance Education Program once they are delivering 10% or more of the total minimum academic course hours for the course level via distance education. The program must submit a Substantive Change for every additional 10% of the total minimum academic course hours migrated to distance education.

Accredited programs offering three or more of the course components as defined by the program's affiliating organization via distance must submit a full application and *Self-Study*. The on-site verification visit must occur during the residency phase of instruction. During the OSVT, all components of the course, distance and residential, will be examined. The OSVT will consist of at least one verifier with experience in distance education delivery. The program must submit documentation of how it complies with the guidelines below:

1. Budgets and policy statements must reflect a commitment to the adult learners for whom the distance education certification course is designed. There must be evidence that the course is financially sustainable.

2. Regardless of course delivery, the course content must remain the same.

3. The program must ensure that adult learners have access to adequate resources and skills to participate effectively in distance education.

4. Appropriate technical assistance must be available to adult learners and faculty members.

5. Faculty members must have training appropriate to their respective roles in the distance education certification course.

6. The program must have effective means to support, monitor, and evaluate the work of faculty.

7. The online community of faculty and adult learners and among adult learners must be reflected in the design of the certification course.

8. The program must have a plan for comprehensive, ongoing evaluation of the distance education certification course, and must provide documentation regarding the evaluation process.

9. Overall effectiveness of the distance education certification course must be determined by measures such as the degree to which the course meets its intended outcomes. Program outcomes must be comparable to those of on-site certification courses.

10. The program must ensure that the adult learner who registers in a distance education course is the same adult learner who participates in and completes the course and receives the academic credit.

SECTION K: FOR AFFILIATES

K.1 Affiliate Requirements

Montessori organizations, consortia, or groups of independent programs, which meet the criteria listed below, may apply for affiliation with MACTE. The applicant organization, consortium, or group of independent programs must demonstrate that it:

- is organized for purposes that are exclusively educational;
- is responsible for affiliating five or more accredited programs;
- has adopted the MACTE Quality Principles and Criteria;
- has made a commitment to fulfill all the required financial responsibilities of participation, including payment of annual fees;
- has nominated at least three qualified individuals, so that one can be elected by the Board to serve a three year term, and attend all required Board meetings;
- is responsible for keeping its constituents informed about the activities of MACTE; and
- is committed to cooperation with all participating organizations and institutions.

K.2 Applying for Affiliation

To apply for affiliation as a Montessori organization, consortium, or group of independent programs, a completed application and fee should be submitted to MACTE. The MACTE office should be contacted to start the application process and to access the Affiliation Application. Once the completed application and fee are submitted, the MACTE Board reviews the documentation and votes on acceptance.

K.3 Affiliate Fees

Affiliated Montessori organizations, consortia, and groups of independent programs are responsible for the following fees. The fee amounts are listed in the most recent MACTE Fee Schedule.

- Application fee: The application fee is due upon submission of the application.
- Annual fees: Each affiliate organization is billed September 1st. Fees are calculated based on the number of course levels offered by affiliate's accredited programs.

Appendix: Glossary

For purposes of accreditation by MACTE, the following terms are interpreted as defined below.

accreditation (1): a process for assessing and enhancing academic and educational quality through voluntary peer review.

accreditation (2): the status of public recognition that MACTE grants to an educational program that has evidence that it meets MACTE's standards, quality principles, and requirements.

accreditation management portal: the accreditation software provided by MACTE for development of the *Self-Study* and submission of annual reports.

academic clock (contact) hours: includes lectures, demonstrations and integrated practice with materials with the certification course instructor(s).

adverse action: the denial or revocation of accreditation

affiliating organization: a Montessori professional society or trade association, which is national or international in scope.

articulation agreement: an agreement between two or more programs. Examples: transfer of credit, acceptance of adult learners.

asynchronous communications: communications in which individuals participate at different times (or non-simultaneously).

audit: when an adult learner takes coursework for professional development or personal enrichment. No credits or grade points are earned in audited courses, these courses are not applicable toward a credential.

bonding: an acceptable method for a program to demonstrate its financial viability by a surety agreement (insurance policy), to be used to cover funds to adult learners in the event the program closes before completion of its Montessori teacher education certification course(s).

candidate for certification: Adult Learner

consortium: a formal association of five or more independent institutions that are national or international in scope and accredited by MACTE.

core curriculum: the course subjects defined by each affiliate or defined by an independent institution with the source cited.

course cycle: minimum length of time a program requires for both academic and practicum phases to be completed, on a regular schedule (or schedules) that begins with the first day of classes and ends with the final evaluation experience.

course level coordinator: the qualified individual assigned to manage the course level for which the program director does not have a Montessori credential.

director (administrator): the person whose primary responsibility is policy and oversight of the Montessori teacher education program.

distance education: education in which program components are delivered to adult learners who are not in residence with the instructor, either synchronously or asynchronously.

document: to provide tangible evidence.

documentation: includes copies of licenses, certificates, published policies, or other relevant written criteria.

encumbered funds: an acceptable method for the program sponsored by a public school or district to demonstrate its financial viability is a surety agreement that commits a specified part of the public institution's funding, to be used to cover refunds to adult learners in the event the Montessori teacher education program closes before completion of its certification course(s).

escrow account: an acceptable method for a program to demonstrate financial viability by committing funds held in escrow, to be used to cover refunds to adult learners in the event the program closes before completion of its Montessori teacher education certification course(s).

field consultant/supervisor: qualified adult appointed by a teacher education program to observe and mentor adult learner progress through the practicum phase, in a Montessori environment.

good standing: an accredited institution in full compliance with all MACTE Quality Principles and Criteria (e.g., not on Accreditation with Stipulations/Probation); having fulfilled all administrative requirements for maintenance of accreditation, paid all accreditation-related fees and charges, and submitted all information and reports required by the appropriate due dates to MACTE and the affiliate organization. Placement on probation excludes an institution from attaining good standing.

guest lecturer: an expert who is invited, by the director, to present a maximum of 50% of any core course component. The director is responsible for ensuring that the content of the guest lecturer's qualifications align with the MACTE requirements.

legally authorized/registered: filed and approved as a legal entity (e.g., association, corporation, partnership, DBA [doing-business-as], or sole proprietorship) as required by law within the state or states of the U.S. or country/countries outside the U.S. in which the program operates its Montessori teacher education certification course(s).

on-site coordinator: person that manages an additional location or contract site that has a Montessori credential at one or more of the course levels being delivered at that site and resides at that site.

practicum: the phase of preparation related to the practical implementation of the Montessori methodology, which involves practice by the adult learner under the supervision of the teacher training program and includes student teaching and field observation.

practicum coordinator/supervisor: the program staff member responsible for arranging adult learner evaluation visits, assigning and preparing field supervisors/consultants to make these visits, and for other pertinent duties related to the practicum period.

practitioner: a person whose primary responsibility is teaching in a Montessori classroom and who currently spends at least 50% of a full-time workweek in that position.

professional educator (academic): a person whose primary responsibility is that of a faculty member; someone who is directly involved in the delivery of the educational program, and who currently spends at least 50% of a full-time workweek teaching or conducting research.

recognized Montessori credential (for teacher education program faculty): a credential issued from a MACTE accredited teacher education program. All credentials issued from non-MACTE accredited programs will be reviewed independently by way of an established rubric. The rubric, along with Portfolio requirements, is available for review on the MACTE website.

reporting status: is given when a program falls below the reporting threshold requirements (70% for completion) for two consecutive years. See *Section I* for information regarding threshold requirements.

residency requirement: number of clock hours an adult learner is required to be on campus.

student teaching: includes hours spent in the classroom actively practicing with children.

substantial compliance: general fulfillment of accreditation requirements with specified areas of deficiency to be remedied.

supervising teacher: the classroom teacher-mentor for a candidate completing practicum student teaching. The supervising teacher or credentialed designee must be present in the environment on all days on which the student teacher is present.

synchronous communication: communications in which interactions between participants are simultaneous or in "real time."

teach-out plan: a written plan developed by a program that provides for the equitable treatment of adult learners if a program that provides 100% of at least one certification course, ceases to operate before all adult learners have completed their course of study and may include a teach-out agreement between accredited programs.

teach-out agreement: may be part of a teach-out plan. It is a written agreement between MACTE accredited programs that provides for the equitable treatment of adult learners and a reasonable opportunity for adult learners to complete their course of study if a program that provides 100% of at least one certification course ceases to operate before all enrolled adult learners have completed their program of study.

unaffiliated independent: a MACTE accredited program that is not a member of an affiliated organization but is associated with an independent consortium.

withdrawal: voluntary termination of enrollment by the adult learner before the Montessori certification course is completed.

HANDBOOK

for

TEACHER EDUCATION PROGRAM AFFILIATION

March 2018

Published: July 2018

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3. **Code of Ethics of the American Montessori Society**
4. **Standards and Responsibilities for the Practicum Site**
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6. **Core Components of Montessori Education**

1.0 AMERICAN MONTESSORI SOCIETY (AMS)

1.1 ABOUT AMS

The American Montessori Society (AMS) is a non-profit education society founded in 1960 whose purpose is to help children and adolescents develop to their fullest potential through the educational ideology and pedagogy of Dr. Maria Montessori.

AMS is dedicated to advancing Montessori philosophy and best practices. This mission is fulfilled by:

1. Developing, supporting, and accrediting Montessori schools.
2. Educating and credentialing teachers.
3. Maintaining and disseminating Montessori information and educational best practices through conferences, symposia, periodicals, videos, online opportunities, the membership website, and the formation of strategic partnerships.
4. Researching and publishing information about Montessori theories and practices.
5. Promoting the Montessori community's role in shaping the nation's educational agenda.
6. Acting as the foremost advocate of Montessori education.

Since its first teacher education program at the Whitby School, Greenwich, CT (1960), AMS has served as an accreditation and certification agency, awarding Montessori teaching credentials to adult learners recommended by its AMS-affiliated courses. The Society affiliates teacher education programs in the United States and throughout the world.

In 1995 the Montessori Accreditation Council for Teacher Education (MACTE) was recognized by the United States Department of Education as the accrediting agency for Montessori teacher education. Since that time, MACTE has served as the accrediting agency for Montessori teacher education programs that meet AMS criteria and agree to abide by and uphold all AMS requirements and standards.

MISSION STATEMENT

AMS provides the leadership and inspiration to make Montessori a significant voice in education. The Society advocates quality Montessori education, strengthens members through its services, and champions Montessori principles to the greater community.

AMS Board of Directors
New York, NY

1.2 AMS PHILOSOPHY & PRACTICE

The American Montessori Society defines Montessori education as it is practiced in AMS-accredited and AMS member schools, taught in AMS-affiliated teacher education programs, and articulated in AMS sponsored publications, symposia, online opportunities, and conferences.

The American Montessori Society is committed to promoting quality Montessori education based on these key concepts:
1. The aim of Montessori education is to foster competent, responsible, adaptive citizens who are lifelong learners and problem solvers.
2. Learning occurs in an inquiring, cooperative, nurturing atmosphere. Individuals increase their own knowledge through self- and/or teacher-initiated experiences.
3. Learning takes place through the senses, by manipulating materials, and by interacting with others. These meaningful experiences are precursors to the abstract understanding of ideas.
4. The individual is considered as a whole person. The physical, emotional, social, aesthetic, spiritual, and cognitive needs and interests are inseparable and equally important.
5. Respect and caring attitudes for oneself, others, the environment, and the peaceful coexistence of all life are necessary.

The American Montessori Society is committed to promoting quality teacher preparation in these areas:
1. Human growth and development
2. Observational skills to match students' developmental needs with materials and activities, thereby allowing the teacher to guide students in creating their individual learning plan
3. An array of recommended learning materials and activities that empowers teachers to design their own developmentally responsive, culturally relevant learning environments
4. Teaching strategies that support and facilitate the unique and total growth of each individual
5. Classroom leadership skills that foster a nurturing environment that is physically and psychologically supportive of learning
6. Education for peace that emanates from global awareness and service to the greater good

The American Montessori Society has identified essential characteristics of a Montessori classroom at all levels:
1. Teachers educated and credentialed in the Montessori philosophy and methodology appropriate to the age level they are teaching, who have the ability and dedication to put the key concepts into practice.
2. A multi-aged, multi-graded, heterogeneous group of students
3. Montessori materials, activities, and experiences, which are designed to foster physical, intellectual, creative, and social independence
4. An environment that supports children and adolescents in choosing meaningful and challenging work of their own interest
5. A schedule that allows large blocks of uninterrupted time to problem solve, to see the interdisciplinary connections of knowledge, and to create new ideas

6. A peaceful classroom atmosphere that encourages respectful social interaction for collaborative learning, peer teaching, and emotional development
7. A partnership with the family, which is considered an integral part of the individual's total development

1.3 CODE OF ETHICS OF THE AMERICAN MONTESSORI SOCIETY

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

Principle I – Commitment to the Student

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

Principle II – Commitment to the Public

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

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

Principle III – Commitment to the Profession

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

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

As American Montessori Society members, we pledge to conduct ourselves professionally and personally, in ways that will reflect our respect for each other and for the children we serve. We will

do whatever is within our talents and capacity to protect the right of each child to have the freedom and opportunity to develop his/her full potential. AMS requires that all member schools and AMS-affiliated teacher education programs agree to comply with the AMS Code of Ethics. AMS relies solely on self-compliance of this Code.

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

2.0 PHILOSOPHY OF AMS MONTESSORI TEACHER EDUCATION

2.1 PHILOSOPHY OF MONTESSORI TEACHER EDUCATION

From its inception, the founders of the American Montessori Society believed that the strength of the American culture was rooted in its diversity and pluralism. Today, AMS expands that vision to embrace the global community. AMS-affiliated programs represent a wide diversity of formats ranging from university programs to free-standing institutions.

AMS sets the standards for high quality Montessori teacher education. Within those standards each AMS-affiliated teacher education program (TEP) may individualize the ways it meets those standards and delivers instruction. Affiliation by the American Montessori Society is a voluntary process.

Teacher education programs will:
1. Implement the AMS affiliation standards and requirements and adopt the MACTE competencies when developing goals and objectives.
2. Define organizational, managerial, and financial structures and practices.
3. Manage resources in accordance with needs and policies.
4. Select and manage personnel according to their own policies while adhering to the AMS director, instructor/staff, and field consultant qualifications in Section 5 and level-specific qualifications in Section 6.
5. Determine the format of curriculum and methods of instruction in alignment with AMS policies and procedures.
   Determine, within the limits of available resources, the number of adult learners to enroll in each course and the requirements and policies for admission in alignment with AMS policies and procedures.

2.2 FUNDAMENTAL TENETS OF AN AMS-AFFILIATED TEACHER EDUCATION PROGRAM

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

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

2. **Transformation of the Adult** is an essential outcome of the teacher education course, with an emphasis on spiritual preparation, service to humanity, and the attitudes and dispositions inherent in the philosophy
3. **Education for Peace** is the ultimate task of Montessori education. Intentional, peaceful communities of learners cultivate: respect for all humanity, appreciation of world cultures, and the valuing of diversity, social justice, and equality. These communities exercise trust and peaceful ways of addressing conflict and working together.
4. **Respect** for oneself, others, and for the environment is fostered in all interactions.
5. **The Prepared Environment** fosters teaching and learning through interactions with individuals and materials at the level of the course.
6. **Constructivist Theory** applies to all levels of Montessori education. Individuals of different ages actively construct knowledge through enriching interchanges and experiences with others and the physical environment.
7. **Modeling** movement, choice, peer teaching, dispositions, commitment to service, and reflective practices by teacher educators and mentors occurs so adults observe and experience Montessori theory in action.
8. **Observation** is of vital importance to the teaching and learning process. Teacher education programs communicate the necessity to develop increasing observation skills in one's own classroom and other classroom environments. **Recordkeeping** documents the on-going observations and learning outcomes that become the basis for future planning.
9. **Assessments** are part of the teaching and learning cycle. Various formats meet learners where they are and guide them forward to meet the competencies of an effective Montessori teacher.
10. **An Extended Practicum Phase** provides the adult learner with a teaching and learning experience under the guidance of a mentor. Observation, specific feedback, internalization, and further study guides Montessori theory into practice.
11. *The Continuum of Development* across time, place and culture is honored through equal appreciation of all program levels who learn from each other and respect the contributions of Montessori pioneers, leaders, and practicing and aspiring teachers.
12. **Lifelong Learning** is inspired by the teacher education program as part of the on-going personal and professional journey of learning, growing, observing, reflecting and researching.

AMS Teacher Education Action Commission (TEAC), Revised October 2017.

AMS requires that all AMS-affiliated teacher education programs agree to adhere to and embrace the *Fundamental Tenets of an AMS-Affiliated Teacher Education Program*

TEPs are required to include the document *Fundamental Tenets of an AMS-Affiliated Teacher Education Program* in any handbooks provided within the program (faculty, adult learner, practicum, etc.).

TEPs are asked to review the *Fundamental Tenets* document as a reflective process and include a summary of the most recent review in the AMS Annual Report and in AMS Initial, Renewal, and Additional Location affiliation documents.

2.3 AMS-AFFILIATED TEACHER EDUCATION PROGRAM COURSE LEVELS

AMS-affiliated teacher education programs offer the following course levels:

Infant and Toddler	(birth to age 3)
Early Childhood	(ages 2 ½ through 6)
Elementary I	(ages 6 through 9)
Elementary I – II	(ages 6 through 12)
Elementary II	(ages 9 through 12)
Secondary I	(ages 12 through 15)
Secondary I – II	(ages 12 through 18)
Administrator *	

*Not recognized by MACTE

2.4 AMS TEACHER AND ADMINISTRATOR CREDENTIALS

AMS awards teacher and administrator credentials to eligible graduates of AMS Full Affiliate teacher education programs. It is the responsibility of the director of the TEP to affirm the candidate's degree status and eligibility to receive a full or Associate credential and to recommend graduates who have successfully completed all requirements, including fulfillment of financial obligations, to AMS immediately upon successful completion of studies. The recommendation process, including required documentation, is described on the Teacher Education Program Director Resources page of the AMS website. The credential for which the director recommends graduates is determined by the course level of study and academic background of the graduate.

AMS Credentials Awarded:

1. For graduates who hold a minimum of a bachelor's degree from a regionally accredited U.S. college/university documented in the form of an official original college/university transcript or its equivalent, as determined by a recognized credential evaluation service.

Infant and Toddler Credential	(birth to age 3)
Early Childhood Credential	(ages 2 ½ through 6)
Elementary I Credential	(ages 6 through 9)
Elementary I – II Credential	(ages 6 through 12)
Elementary II Credential	(ages 9 through 12)
Secondary I Credential	(ages 12 through 15)
Secondary I – II Credential	(ages 12 through 18)
Administrator Credential*	

*Not recognized by MACTE

2. For the Infant and Toddler course level and Early Childhood course level only: Graduates who have earned a secondary level (high school) diploma, a GED, or the international equivalent thereof, but have not earned a bachelor's degree from a regionally accredited U.S. college/university or its equivalent as determined by a recognized credential evaluation service are awarded an Associate credential for that level.

Associate Infant and Toddler Credential   (birth to age 3)

Associate Early Childhood Credential   (ages 2 ½ through 6)

AMS strongly encourages holders of the Associate credential to obtain a bachelor's degree within seven years of credentialing.

For additional stipulations regarding the Associate credential see Section 6.1, AMS Infant and Toddler Course Standards, and Section 6.2, AMS Early Childhood Course Standards.

3. For graduates who hold a degree from a non-U.S. college/university that is determined by a recognized credential evaluation service or a regionally accredited college/university not to be equivalent to a bachelor's degree from a regionally accredited U.S. college/university, while still meeting the nationally recognized post-secondary educational standard in the state, province, or country of issuance. To qualify, the degree's regular program length must include a minimum of three years of study. The degree and country in which the degree was awarded are indicated on the credential.

For specific requirements concerning credentials for adult learners with non-U.S. degrees, refer to Section 5.

2.5 AMS ENDORSEMENTS

To support the ongoing growth of Montessori teachers and their ability to serve children, adolescents, and their families, AMS offers additional programming in the form of credential endorsements. For specific requirements concerning credential endorsements, refer to Section 6.6.

- Montessori Inclusion Endorsement (all age levels)

2.6 TEACHER EDUCATION RIGHTS AND RESPONSIBILITIES

Sections 2.6.1 Program Responsibilities and 2.6.2 Adult Learner Responsibilities are required to be included in all TEP adult learner handbooks.

2.6.1 TEACHER EDUCATION PROGRAM RESPONSIBILITIES

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

In the area of academics, the TEP will:

1. Emphasize quality in every aspect of course delivery.
2. Award credit when and where it is due, in accordance with published standards.
3. Maintain clearly stated written policies for accepting transfer credit from other institutions, in accordance with AMS policies.
4. Disclose accurate information about the recognition and acceptance of credit for this course by other institutions.

5. Ensure fair and reasonable academic evaluation with grades and evaluations that are meaningful, timely, and based on quality of adult learner performance. The TEP will maintain transcripts or records of grades in accordance with state/local requirements, and guarantee confidentiality and adult learner access to records.
6. Award certifications when merited, and inform adult learners regularly of academic progress. The TEP will recommend a candidate for credentialing by AMS after all stated requirements are satisfied.
7. Offer quality instruction through instructors who have appropriate preparation and expertise in accordance with AMS requirements, are up to date in their fields, meet according to the published schedule, come to class prepared, and are available to adult learners outside of class.
8. Describe course requirements in clear, specific, and accurate terms in written form, and ensure that requirements are educationally meaningful.
9. Notify adult learners of unusual features of the course that cannot be readily anticipated.
10. Offer coursework that follows the published catalog description.
11. Embrace the principle of academic honesty.
12. Publish causes for dismissal in clear and specific form, and dismiss an adult learner only for appropriate cause and after due process.

In the area of advertising, the TEP will:
- Publish advertising that is accurate, reliable, up to date, clear, and concise.

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

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

2.6.2 ADULT LEARNER RESPONSIBILITIES

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

It is the responsibility of the adult learner to:

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

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

In the area of admissions, the adult learner accepts the responsibility to:
1. Be knowledgeable about other available courses/programs to ensure that enrollment is based on an informed decision.
2. Represent oneself honestly in applying to the program.
3. Complete the application process promptly by submitting requested materials and fulfilling prerequisite requirements.

The use of the term "teacher education program" includes all course levels: Infant & Toddler, Early Childhood, Elementary, Secondary, and Administrators, as well as the Montessori Inclusion Endorsement.

The essence of this statement comes from "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 on Policy Studies in Higher Education (1979, Jossey-Bass).

3.0 THE AMS TEACHER EDUCATORS SECTION (TES) AND TEACHER EDUCATION ACTION COMMISSION (TEAC)

3.1 PURPOSE

The purpose of the <u>AMS Teacher Educators Section (TES)</u> is to provide a forum for teacher educators to develop the knowledge base in instruction and best practices for the preparation of Montessori teacher educators through the collegial sharing of ideas, research, and professional development.

The purpose of the <u>AMS Teacher Education Action Commission (TEAC)</u> is to create and advocate standards that assure and enhance quality in AMS-affiliated Montessori teacher education programs. TEAC provides leadership in responding to new issues and initiatives coming from TES, the AMS Board, and MACTE. TEAC facilitates the dialogue and communication among AMS teacher educators, and strategizes for the future. TEAC is responsible for affiliation decisions and makes recommendations to the AMS Board. In collaboration with TES, TEAC facilitates professional development opportunities for TES.

3.2 TES MEMBERSHIP

The AMS Teacher Educators Section (TES) is composed of:
1. All directors and faculty of AMS Full Affiliate teacher education programs in good standing (see TES Responsibilities below) and
2. AMS Executive Director, AMS Senior Director of Teacher Education, and AMS Director of Teacher Education Affiliation and Services.

3.3 TES RESPONSIBILITIES

An AMS Full Affiliate teacher education program (TEP) must hold accredited status with MACTE (Full Accreditation or Accreditation with Stipulations), and must demonstrate good standing with AMS by agreeing to abide by and uphold all AMS standards and requirements for membership, including the following:
1. Staying informed about the work of TEAC, including policy and procedural changes and providing input and feedback when requested
2. Registering adult learners with AMS according to AMS requirements
3. Submitting dues, fees, and annual reports (AMS Annual Report and Practicum Report) in a timely manner
4. Recommending graduates for AMS credentials according to AMS requirements
5. Supporting the AMS affiliation and MACTE accreditation work by serving on on-site teams or work groups
6. Voting for the TES chair and TES members-at-large
7. Attending the Annual TES Meeting

3.4 TES CHAIR AND TES MEMBERS-AT-LARGE

The TES members elect a chair who serves on the AMS Board of Directors and TEAC. The term of the TES chair is the same as all AMS Board members, and the chair is limited to two consecutive terms. TES also elects two members-at-large to serve on TEAC.

3.5 TES VOTING

1. In the election for TES chair and members-at-large, the director of each TEP has one vote per each Full Affiliate course level at the main site and additional locations in good standing.
2. A TEP that has not paid the Annual Program Dues or is on Probationary Affiliate status may not vote in elections.

3.6 TES CHAIR AND TES MEMBERS-AT-LARGE JOB DESCRIPTIONS

The TES chair and members-at-large share in all the TEAC responsibilities listed below.
1. Serve as official TES representatives to TEAC, and participate fully in its work.
2. Update the TES Charter annually.
3. Develop the professional development and networking offerings for teacher educators at the TES annual meeting.
4. Communicate with TEPs to inform and seek feedback as required.

In addition, the **_TES chair_** has the following responsibilities:
1. Serves as the official TES and TEAC representative to the AMS Board. The TES representative serves as a voting member of the AMS Board of Directors.
2. Participates in the responsibilities of membership on the AMS Board to be determined by the Board.
3. Submits articles for *Montessori Life* in collaboration with marketing and editorial staff.
4. Collaborates with the TEAC chair and reports regularly to the AMS Board, Teacher Educators Section, AMS Executive Director, and AMS Senior Director of Teacher Education
5. Submits text for Board report to Senior Director of Teacher Education at least four weeks prior to final date of report submission to AMS Executive Director.
6. Maintains appropriate records and passes them to the succeeding TES chair.
7. Provides orientation to incoming TES chair.

3.7 TEAC MEMBERSHIP

TEAC includes:
1. TES chair and two members-at-large (elected by the AMS TES)
2. Program level representative(s) (appointed by TEAC vote. The number of program level representatives for each course level is calculated based on the number of full affiliate courses at a given level)
   a. Infant and Toddler
   b. Early Childhood
   c. Elementary

  d. Secondary

  e. Administrator

 3. AMS staff representatives: AMS Senior Director of Teacher Education and AMS Director of Teacher Education Affiliation and Services

 4. Appointed members to support the work of TEAC when additional resources are needed

3.8 TEAC RESPONSIBILITIES

TEAC's two main responsibilities are listed below.

1. Leadership activities:

  a. Propose and review new research and initiatives

  b. Carry out the AMS Board strategic initiatives and goals regarding teacher education

  c. Keep the Board apprised of issues involving teacher education

  d. Serve as ambassadors to the larger TES community

  e. Organize networking sessions among Montessori teacher educators at the AMS annual conference, and facilitate dialogue among teacher educators

2. Affiliation responsibilities:

  a. Read, review, comment, and recommend programs and their courses for affiliation

  b. Review and comment on proposed MACTE changes or additions

  c. Review and make recommendations to strengthen AMS affiliation standards, policies, and procedures

3.9 QUALIFICATIONS OF TES CHAIR AND TEAC MEMBERS

The TES chair is a current director of an AMS Full Affiliate TEP in good standing, and holds a recognized Montessori teaching credential. TEAC Members are current or past directors or core faculty members of an AMS Full Affiliate TEP in good standing. All are approved by the AMS Board. The ideal candidate has experience in the AMS affiliation and MACTE accreditation processes, has served on an on-site team in the past three years, has a Montessori credential at the level they are representing, and has been an instructor at the level they represent. Appointed members may be added at a given level from time to time to support the work of TEAC when additional resources are needed. The TEAC chair appoints these members after consultation with TEAC and approval of the AMS Board.

3.10 LENGTH OF TERM FOR TEAC PROGRAM LEVEL REPRESENTATIVES, TES CHAIR, AND TES MEMBERS-AT-LARGE

Each representative will hold their position for a term of three years. A representative may be elected to serve a second three-year term. No individual may serve on TEAC for more than two consecutive three-year terms, except if such individual is an officer (see officer terms below). Appointed representatives have a one-year term. An individual who has served two consecutive terms may be eligible for re-election if at least one year has elapsed since the individual last

served on TEAC. Individual representative terms will be staggered to ensure continuity of the commission.

TES Chair and members-at-large are elected by TES members in good standing at the same time as new Directors for the AMS Board. The newly elected TES Chair will be introduced at the Annual Meeting and will attend the Board meeting held in conjunction with that meeting as an observer.

The term of office of each TEAC representative elected through an annual election to replace an existing representative will commence at the end of the AMS Board meeting held in conjunction with the Annual Meeting. A representative elected to fill an unexpired term or a representative elected to increase the size of the Commission will take office immediately upon election and hold that position until the next annual election.

3.11 TEAC PROGRAM LEVEL REPRESENTATIVES AND OFFICERS

The officers of TEAC will be elected from a slate presented by the Nominating Committee at the TEAC meeting held in conjunction with the AMS Annual Conference, and will hold office for no more than two consecutive terms of two years. Officers take office at the end of the TEAC meeting at which they were elected. An officer may continue to serve on TEAC so long as they remain an officer, even if they would otherwise become ineligible to serve as a representative pursuant to the Representative Term Limits above. A representative elected to complete a term as officer will hold office for a term of one year or until the officer term concludes.

No person may hold two offices concurrently, but an officer may hold two different offices in succession.

REMOVALS, RESIGNATION, AND VACANCIES

If an elected member must leave before their three-year term is complete, the TEAC chair will appoint a replacement to complete the term. The replacement is eligible to run for two consecutive terms upon completion of the appointed term.

Members may be removed from TEAC by a two-thirds vote of the remaining members. A member may be removed for failure to fulfill responsibilities or unexcused absences at two TEAC meetings.

3.12 TEAC MEETINGS

TEAC meets twice a year, with one meeting held in conjunction with the AMS Annual Conference. Between meetings, TEAC members are in continuous communication regarding affiliation applications and other actions. TEAC votes are made via conference call, electronic technology, and/or during face-to-face meetings.

1. TEAC will post a preliminary topical agenda on the TES Community Board (formerly known as TES Caucus) two weeks before the meeting.
2. The last two hours of the spring TEAC meeting will be open to the public for observation.

3.13 TEAC VOTING AND DECISION MAKING

1. The TES chair, TES members-at-large, all program level representatives, and any appointed members are voting members
2. The AMS Executive Director, Senior Director of Teacher Education, and Director of Teacher Education Affiliation and Services are non-voting members of the Commission
3. A quorum for voting purposes is defined as a majority of voting members
4. TEAC strives for consensus for decision making. Approval of a motion requires two-thirds majority vote.

3.14 TEAC SUBCOMMITTEES

1. The TEAC Nominating Committee is chaired by the TEAC vice-chair and consists of the chairs of TES and TEAC, the AMS Senior Director of Teacher Education, the AMS Director of Teacher Education Affiliation and Services, and two appointed members from TES as needed.

   The Nominating Committee is responsible for:
   a. Identifying qualified candidates for TES chair, TEAC level representatives, and TES members-at-large, officers, committees, and the AMS nominees for representatives to the MACTE Board.
   b. Providing biographical information on candidates.
   c. Maintaining records of elected individuals and their terms.
   d. Finding mentors and leading orientation for new TEAC members.
2. TEAC may also appoint work groups to assist in research and development of new initiatives. A work group should be composed of one or more TEAC members, a chair approved or appointed by TEAC, and additional appointees as desired. The work group will report its recommendations to TEAC, who will make any final decisions regarding recommendation to forward to the AMS Board of Directors for approval.

3.15 JOB DESCRIPTIONS FOR TEAC OFFICERS

TEAC Chair

The chair serves as the representative of TEAC and presides at its meetings, including executive sessions. The chair has the following responsibilities:

1. Prepares and sends a preliminary agenda to all TEAC members prior to each meeting, and posts a preliminary topical agenda on the TES Community Board two weeks before the meeting
2. Identifies TEAC responsibilities and tasks, appoints work groups, monitors their progress, and renders consultation and opinion
3. Is responsible for all TEAC correspondence, with the exception that the AMS Director of TEAS communicates and publishes TEAC affiliation actions/decisions
4. Is available to TEAC members by telephone or e-mail
5. Collaborates with the TES chair

6. Submits text for Board report to Senior Director of Teacher Education four weeks prior to final date of report submission to AMS Executive Director
7. Receives copies of all complaints and resolutions handled by TEAC
8. Serves on the TEAC Nominating Committee
9. Collaborates with the MACTE executive director and MACTE chair
10. Maintains appropriate records and passes them to the succeeding TEAC chair

TEAC Vice-Chair
The vice-chair has the following responsibilities:
1. Chairs TEAC meetings in the absence of the chair
2. Assists TES and TEAC chairs in performance of duties when requested
3. Chairs Nominating Committee
4. Assumes all responsibilities of the chair when they are unable to perform their duties
5. Updates the TEAC Member Handbook annually and distributes to all new incoming TEAC/TES members

TEAC Secretary
The secretary has the following responsibilities:
1. Maintains record of attendance from meeting to meeting, and notifies TEAC chair if follow-up is required
2. Takes the minutes at the TEAC meetings, including decisions, actions, and motions, except affiliation decisions
3. Collaborates with the AMS Director of Teacher Education Affiliation and Services to create first draft of the minutes, which are then reviewed by TEAC chair and Senior Director of Teacher Education
4. Posts on the AMS TEAC Executive Community Board, upon approval, the draft minutes for TEAC member comments
5. Amends minutes, if needed, following TEAC review and repost for a vote of approval by TEAC
6. Creates summary minutes from approved TEAC meeting minutes, and posts summary minutes on the TES Community Board
7. Compiles and posts the notes from the TES annual networking session and the TES annual meeting at the AMS Annual Conference, when requested by the TES chair (The AMS Director of Teacher Education Affiliation and Services posts on AMS website)

3.16 OPERATIONAL STRUCTURE

3.16.1 POLICY AND PROCEDURAL CHANGES
1. Directives from the AMS Board or MACTE or items requiring immediate attention will be announced for immediate implementation via email from the AMS office of teacher education.

2. Policy and procedural changes initiated by TEAC are posted on the TES Community Board for 30-day membership comment by the Director of Teacher Education Affiliation and Services, in conjunction with a TEAC representative.
   a. An email notice will be sent to TES members requesting review and input. Both the previous documentation and changes will be available from the AMS office of teacher education.
   b. TEAC will consider member comments, revise if necessary, and then submit revisions of policy to the Board for approval.
   c. Procedural changes will be incorporated directly into the *AMS Handbook for Teacher Education Program Affiliation*.
   d. All new actions will take effect as of the date stated in the announcement of the final policy or procedure.
3. Procedure for TES review of TEAC motions posted on the TES Community Board:
   a. All TEP directors are encouraged to respond to requests for feedback within the 30-day comment period. Comments are valuable. They let TEAC know that TES members are engaged in the process of review, and sometimes bring up new thoughts and ideas for consideration. Even a comment such as, "This does not affect my program" is useful information.
   b. During the comment period, any misinformation will be corrected on the TES Community Board by the TEAC chair or the AMS office of teacher education. Other comments will typically not receive a response. All comments will be considered by TEAC at the close of the comment period.
4. At the end of the comment period, one of the following actions will occur:
   a. If feedback is generally neutral or positive, TEAC will adopt the motion via the TEAC Executive Community Board.
   b. If new relevant points are raised, TEAC will discuss them on the Executive Community Board and revise or retain the original motion.
   c. If it is determined that the issue is too complex to resolve on the Executive Community Board, then it will be added to the agenda of the next TEAC meeting.
   d. Final actions regarding policy go to the AMS Board for approval, and are then added to the *AMS Handbook for Teacher Education Program Affiliation.*
   e. Other actions go into effect immediately.
5. At the end of this process, the final action on each motion will be posted on the TES Community Board by the TES Chair.

3.16.2 REVISIONS OF *AMS HANDBOOK FOR TEACHER EDUCATION PROGRAM AFFILIATION*

The *AMS Handbook for Teacher Education Program Affiliation* contains all policies and procedures for affiliation by AMS and TES membership. The *Handbook* and AMS affiliation documentation will be reviewed in its entirety and updated every three years during an additional day at a TEAC meeting. The date of revision will be indicated on the cover of the *Handbook*.

1. In the years between republication of the *Handbook*, addenda will be added to the *Handbook* with the policy changes that have been adopted in the interim.
2. Proposed revisions to the *Handbook* from this review will be posted online for 30-day review and comment. An email will be sent to TES members to notify them of the review period.
3. At the close of the 30-day period, TEAC will consider the comments from TES membership, and will revise if necessary. TEAC will vote on the final document and recommend to the AMS Board for its consideration and approval/acceptance. The final *Handbook* will be posted on the AMS website.
4. All new actions will take effect as of the date stated in the announcement of the final policy or procedure.

4.0 AMS TEACHER EDUCATION PROGRAM AFFILIATION

Affiliation by the American Montessori Society is a voluntary process.

4.1   STATUS OF AFFILIATION

1. **AMS Applicant Affiliate** – a TEP newly seeking affiliation by AMS, or a new course level, additional location, contract site, or branch campus established by an AMS Full Affiliate TEP. This includes MACTE-accredited TEPs newly seeking AMS affiliation. These programs follow the same process for AMS full affiliation, with the exception of the MACTE review as accreditation has already been awarded.

2. **AMS Full Affiliate** – a TEP that has completed the AMS Applicant Affiliate process, and received AMS Board approval and MACTE accreditation.

3. **AMS Full Affiliate with stipulations** – An initial or renewal teacher education program course level may be granted **AMS full affiliation with stipulations** when the program has completed all AMS application requirements and the report provided by the MACTE/AMS On-Site Verification Team indicates that the program's actions differ from what is described in the accepted self-study document.

4. **AMS Probationary Affiliate** – a TEP that is not in compliance with AMS standards and requirements for Montessori teacher education programs, is not up-to-date with fees and reports, has unresolved complaints, has failed to maintain timely communication with the AMS office of teacher education, and/or is on probation with MACTE**.**

5. **Voluntary Withdrawal** – a TEP in good standing that decides to discontinue its program, course level, or additional location, or a TEP that decides not to renew affiliation when its affiliation term expires.

6. **Termination of Affiliation**
   a. A TEP that is in non-compliance with AMS standards and requirements for Montessori teacher education programs after three months of Probationary Affiliate status will lose AMS affiliation.
   b. Programs assigned Probationary status for non-compliance with AMS standards and requirements, or continued history of substantiated complaints (more than two times in an 18-month period), will lose AMS affiliation.
   c. A program cannot reapply for or regain affiliation for a minimum of five years following non-voluntary termination of affiliation.

4.1.1   AMS APPLICANT AFFILIATE STATUS

An AMS Applicant Affiliate is a Montessori teacher education program that is working toward affiliation by AMS and accreditation by MACTE. TEAC recommends Applicant Affiliate status following successful review of application/documentation and its approval by TEAC prior to on-site verification.

1. Requirements for Applicant Affiliate status
   a. Submission of AMS affiliation application, documentation, and application fee.

b. Completion of all requests for revisions by the AMS office and TEAC readers within six months from date of receipt of TEAC readers' requests. If after six months the program has not completed the review and revision process, the program must begin the affiliation application process again, including payment of current fees.

c. Timely program submissions that allow TEAC approval of AMS affiliation application and documentation at a minimum of 60 days prior to on-site visit, including:

1. Payment of current Applicant Affiliate dues

2. Submission of Adult Learner Registration Form (excluding payment) for adult learners who are enrolled in the course cycle in session during the AMS/MACTE on-site visit(s) that results in AMS Full Affiliate status and MACTE accreditation. If an AMS on-site visit is required after the MACTE on-site visit, the adult learners who are enrolled in the course cycle in session during the AMS on-site visit that results in AMS Full Affiliate status are eligible for an AMS credential. (Adult learners enrolled in a prior course cycle are not eligible for an AMS credential.)

3. MACTE schedules the on-site visit. The TEP director must notify AMS of the date of visit and names of on-site team members immediately upon MACTE notification. Timely notification is imperative so that AMS can determine an AMS verifier, and provide AMS information and forms to the program and the AMS verifier.

4. Payment of the difference between the Applicant Affiliate dues and the Full Affiliate dues for the current fiscal year and for adult learners registered is due after Full Affiliate status is granted.

2. Time limit
A TEP may hold AMS Applicant Affiliate status for a maximum of two years.

3. Use of American Montessori Society name
A teacher education program may not use or reference the American Montessori Society (AMS) in its advertisements, promotional materials, student handbooks, website, or other means prior to receiving verification from TEAC of being accepted as an AMS Applicant Affiliate. This applies to all initial applicants.

a. AMS-affiliated TEPs may advertise a new additional location for a currently affiliated program level upon notification to the AMS office of teacher education that it will be submitting a Substantive Change #8 application for the affiliation of the additional location.

b. AMS credential information can be included only in adult learner handbooks and promotional literature of Full Affiliate programs

c. In its adult learner handbook(s), the TEP may use AMS statements, standards, and documents in the text. The handbook(s) must have the following disclaimer on the cover:

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

    d. Adult learners must sign an acknowledgement of this disclaimer, which will be reviewed by the AMS verifier of the on-site team.

    e. Upon acceptance as an AMS Applicant Affiliate, a TEP may inform its public that it has been granted Applicant Affiliate status with the American Montessori Society.

    f. For additional requirements, see PUBLICATION OF AFFILIATION STATUS found later in this section.

4. Terms of AMS Applicant Affiliate Status

    a. The TEP must reference its relationship with AMS as an AMS Applicant Affiliate.

    b. AMS will advertise the TEP's program name and contact information on the AMS website as an AMS Applicant Affiliate upon payment of Applicant Affiliate dues.

    c. AMS will support the TEP as it works through the affiliation process following receipt of Applicant Affiliate dues.

    d. The TEP is a non-voting member of the AMS TES, with privileges to attend TES events and professional development.

    e. The TEP is ineligible to vote in the AMS Board elections for levels that hold Applicant Affiliate status.

    f. Adult learners who are enrolled in the teacher education program during the AMS/MACTE on-site visit(s) that results in AMS Full Affiliate status and MACTE accreditation are eligible for an AMS credential. Adult learners enrolled in a course cycle(s) prior to those visits are not eligible for an AMS credential.

5. A MACTE-accredited teacher education program that is applying for AMS affiliation has the responsibilities listed above for AMS Applicant Affiliates. Since a MACTE on-site visit has been made for the purpose of accreditation, a second site visit may be waived at the discretion of AMS readers.

4.1.2 AMS FULL AFFILIATE STATUS

An AMS Applicant Affiliate teacher education program that has successfully completed all AMS applicant requirements including receiving MACTE accreditation is eligible for AMS Full Affiliate status. For detailed information about affiliation application procedures, refer to Section 4.9.

1. Requirements to be awarded Full Affiliate status

    a. Submission and AMS acceptance of the On-Site Verification Report verifying compliance with AMS standards and requirements, TEP Director's Response to the AMS comments, and TEP's feedback regarding the On-Site Visit

    b. Submission of copy of the MACTE letter awarding accreditation

    c. Payment of the difference between the AMS Applicant Affiliate program dues and the AMS Full Affiliate program dues

2. Time Limit

A TEP may hold AMS Full Affiliate status for the term of its affiliation by AMS and accreditation by MACTE. The TEP must remain in good standing with AMS and with MACTE.

3. Use of American Montessori Society name

An AMS Full Affiliate may reference the American Montessori Society in its advertisements, promotional materials, adult learner handbooks, website, and/or other announcements. When referencing AMS in its advertising, a Full Affiliate must publish AMS contact information including address, phone, fax, and website address in all publications except paid newspaper, phone book, or magazine advertisements. For additional requirements, see PUBLICATION OF AFFILIATION STATUS found later in this section.

4. Terms of AMS Full Affiliate Status
   a. The TEP may reference its relationship with AMS as an AMS Full Affiliate.
   b. The TEP's program name and contact information are listed in the AMS quarterly magazine and on the AMS website as an AMS Full Affiliate.
   c. The TEP is a voting member for:
      1. TES elections for the TES chair and members-at-large.
      2. AMS Board elections.
      3. The TEP director casts all votes electronically, one vote per Full Affiliate course level per location.
   d. Adult learners who are enrolled in the teacher education program during the AMS/MACTE on-site visit that results in AMS Full Affiliate status are eligible for an AMS credential. Adult learners enrolled in a course cycle(s) prior to the on-site visit are not eligible for an AMS credential.
   e. The TEP director and faculty members are strongly encouraged to participate in AMS TES sessions and networking opportunities at the TES annual meeting held at the AMS Annual Conference.
   f. The TEP director and faculty members are strongly encouraged to participate in on-site visits as part of an On-Site Verification Team (OSVT).

5. Upon achieving Full Affiliate status, the TEP must submit payment for the adult learner registrations previously submitted to AMS during the Applicant Affiliate phase.

4.1.3 AMS AFFILIATION OF A MACTE-ACCREDITED TEACHER EDUCATION PROGRAM
1. A MACTE-accredited teacher education program that did not apply for AMS affiliation during the accreditation process may seek affiliation by AMS through its current term of accreditation by demonstrating that its courses and publications meet AMS standards as described in the *AMS Handbook for Teacher Education Program Affiliation*.
2. Once approved, the program is assigned "Full Affiliate" status for its first term of affiliation through the end of the current term of accreditation by MACTE. The program can then renew affiliation and accreditation with AMS & MACTE concurrently. Upon

successful completion of the renewal process, the program will be assigned "Full Affiliate" status.

3. Applications for MACTE-accredited programs seeking AMS affiliation take into account the existing accreditation status of the applicant. At the beginning of the affiliation process, the program should review the current *AMS Handbook for Teacher Education Program Affiliation* and make any changes needed to reflect AMS minimum standards and requirements. AMS reserves the right to request additional documentation. The on-site visit may be waived at the discretion of AMS readers. See Section 4.9 for guidance regarding the process and steps for AMS affiliation.

Submission of the following documents for each course level is required in applications for a MACTE-accredited program seeking AMS affiliation:

1. AMS Affiliation Application
2. Copy of the current MACTE Certificate of Accreditation
3. Signed permission form authorizing MACTE to provide AMS readers with access to the self-study documents submitted during the most recent accreditation process
4. Current Course Handbook/Catalog for each course level (See the AMS Adult Learner Handbook Policies Checklist)
5. Current Course Syllabi
6. Updated MACTE Faculty Summary Table (Table 3.1)
7. Updated Curriculum Sequence Summary Chart
8. Current Academic Schedule (Daily Calendar of classes, including the course component, instructor, and contact hours) MACTE Table 5.1
9. Samples of completed Practicum Site and Supervising Teacher agreement forms for three current adult learners

4.1.4   AMS FULL AFFILIATE STATUS WITH STIPULATIONS

An initial or renewal teacher education program course may be granted full affiliation with stipulations when the program has completed all AMS application requirements and the report provided by the MACTE/AMS On-Site Verification Team's documentation indicates that the program's actions are different than the accepted self-study document. AMS grants this interim step because the indicated errors are viewed as correctable within a reasonable period of time. All changes must be made in order to become fully affiliated. A program may be asked to follow a prescribed timeline for improvements with regular updates sent to the AMS teacher education office. The program must also have received MACTE accreditation, which can include accreditation with stipulations.

1. Application
   - An AMS Applicant Affiliate or renewing Full Affiliate may be granted AMS Full Affiliate status with stipulations only after it has completed all requirements of

initial AMS Applicant Affiliate status or renewal of AMS affiliation and received MACTE accreditation.

2. Requirements to be awarded Full Affiliate status with stipulations
   a. Remain in good standing, including payment of dues, submission of reports, and registration of adult learners.
   b. Submit documentation that verifies the correction of deficiencies referred to in the stipulations.
   c. Host a one-day on-site visit by one (or more) verifier(s) that may be required in order to verify that all deficiencies have been resolved.
   d. Submit a copy of the MACTE letter awarding accreditation. If accreditation is awarded with stipulations, this must be followed by a copy of the MACTE letter removing stipulations.
   e. Initial programs must pay the difference between the AMS Applicant Affiliate program dues and the AMS Full Affiliate program dues.

3. Time Limit
   a. Stipulations must be corrected as soon as is feasible. The time allotted may be dependent on the length of the course cycle and will not exceed 24 months. Interim progress reports may be required.
   b. If all stipulations are corrected and verified, the program continues its AMS affiliation/MACTE accreditation from the expiration date of the previous accreditation, or for the term of 7 years for initial affiliation/accreditation.
   c. If all stipulations are not verified as corrected during the on-site visit, the teacher education program is assigned AMS Probationary Affiliate status, and has three months to come into compliance. If at that time the program has not yet come into compliance, AMS will terminate the TEP's affiliation.
   d. The AMS office may require the program director to submit a timeline for addressing each individual stipulation, and additional communication can be expected after each deadline.

4. Use of American Montessori Society name
   An AMS Full Affiliate with stipulations may reference the American Montessori Society in its advertisements, promotional materials, adult learner handbooks, website, and/or other announcements. When referencing AMS in its advertising, a Full Affiliate with stipulations must publish AMS contact information including address, phone, fax, and website address in all publications except paid newspaper, phone book, or magazine advertisements. For additional requirements, see PUBLICATION OF AFFILIATION STATUS found later in this section.

5. Terms of AMS Full Affiliate Status with Stipulations
   a. The TEP may reference its relationship with AMS as an AMS Full Affiliate with stipulations.
   b. The TEP's program name and contact information are listed in the AMS quarterly magazine and on the AMS website as an AMS Full Affiliate with stipulations.
   c. The TEP is ineligible to vote in TES elections and the AMS Board elections.
   d. Adult learners in TEPs renewing AMS affiliation who began the program while the TEP was an AMS Full Affiliate with stipulations will be considered to have attended an AMS-affiliated TEP course level and will be eligible to receive an AMS credential upon successful completion of the course.
   e. Adult learners in TEPs initiating AMS affiliation will not be eligible to receive an AMS credential unless the TEP satisfactorily gains AMS Full Affiliate status during the time of the adult learner's attendance.
   f. The TEP is encouraged to participate in AMS TES sessions and networking opportunities at the TES annual meeting held at the AMS Annual Conference.
   g. Upon achieving Full Affiliate status, an initial TEP must submit payment for the adult learner registrations previously submitted to AMS during the Applicant Affiliate phase.

4.1.5 AMS PROBATIONARY AFFILIATE STATUS

An AMS Applicant Affiliate or AMS Full Affiliate teacher education program that is not in compliance with AMS standards and requirements for teacher education programs, or is not up-to-date with dues/fees or reports, may be assigned AMS Probationary Affiliate Status. If a teacher education program has a history of unresolved complaints, it may be assigned AMS Probationary Affiliate Status.

Assigning Probationary Affiliate status
Probationary Affiliate status will be assigned by the AMS Director of Teacher Education Affiliation and Services to an AMS Applicant or AMS Full Affiliate teacher education program, for all or any of its levels, for the following reasons:
1. Thirty days after written notification of non-compliance from the AMS office of teacher education for correction of any of the following compliance items, unless documentation of correction has been received and approved by the AMS office within the 30-day period:
   a. Non-compliance with AMS standards and requirements for Montessori teacher education programs
   b. Non-payment of program dues, including late fees (assessed once 30 days past due)
   c. Non-payment of fees, including late fees (assessed once 30 days past due)
   d. Non-submission of reports (30 days past due)
   e. Inappropriate advertising of its affiliation by AMS
   f. Failure to reply to official AMS office or TEAC correspondence
2. When the AMS office of teacher education receives two substantiated written concerns or complaints against a teacher education program concerning an issue under the purview of

AMS TES within an 18-month period, or a history of continued complaints over the course of the accreditation/affiliation period

3. Immediately upon receiving written notice of Probationary Status assigned by MACTE

4.1.6   VOLUNTARY WITHDRAWAL

An AMS Applicant Affiliate that voluntarily withdraws from the affiliation process is responsible for notifying the adult learners in writing of change in status.

An AMS Full Affiliate teacher education program in good standing that decides to discontinue its program at a particular course level or location, or a Full Affiliate TEP that decides not to renew affiliation, may submit a request for voluntary withdrawal.

1. Programs with adult learners in their academic phase or practicum phase may not withdraw until at least 70% of all adult learners have completed and received their credentials, or have provided documented evidence of withdrawal or transfer to another Montessori teacher education program.
2. Regardless of the terms of the agreement for a contract site/additional location, a TEP is responsible for overseeing the completion of the current course cycle and managing adult learner outcomes. Adult learner outcomes may include finishing the course, transferring to another teacher education program, or formally withdrawing from the course in which they are enrolled.

Process of Voluntary Withdrawal

The teacher education program submits the following information using the *AMS Voluntary Withdrawal Form*:
1. List of enrolled adult learners still in process
2. Timeline for completion of program responsibilities to enrolled adult learners
3. Address where past records of graduates will be maintained
4. Effective date of voluntary withdrawal
5. Contact person with contact information (e.g. address, phone, email)

To receive the *AMS Voluntary Withdrawal Form*, contact the AMS Director of Teacher Education Affiliation and Services.

Upon receipt and approval of all information, AMS will accept the request for voluntary withdrawal contingent upon submission of evidence of completion of program responsibilities to adult learners.

4.2   AMS FULL AFFILIATE STATUS PROGRAM RESPONSIBILITIES AND REQUIREMENTS

The TEP and its director must adhere to and endorse the American Montessori Society (AMS) standards, policies, and requirements for Montessori teacher education.
1. Adhere to the *AMS Code of Ethics*.

2. Adhere to and embrace the *Fundamental Tenets of an AMS-Affiliated Teacher Education Program*.

3. When an AMS-affiliated teacher education program is held in a Montessori school for children or adolescents, that location must be an AMS-accredited or Full Member school on the Pathway of Continuous School Improvement *Level 6*. (See STANDARDS AND RESPONSIBILITIES FOR TEP MAIN SITES, Section 5.7.)

4. Support AMS institutional integrity and brand recognition. If an AMS-affiliated teacher education program holds AMS Full Affiliate status for one of its course levels, all additional course levels must hold AMS Full Affiliate status or be in the process of obtaining AMS affiliation for all course levels.
   a. The director of an AMS-affiliated teacher education program may not concurrently serve as director of a non-AMS Montessori teacher education program.
   b. TEAC reserves the right to evaluate the program name and advertising content for misleading information, terminology, or potential conflict of name with an existing program.

5. Maintain compliance with AMS requirements for publication of affiliation status.

6. Promote attendance and participation by directors, faculty and staff at each TES-sponsored event, including opportunities for professional development and networking, especially those offered at AMS Annual Conferences, and serving on On-Site Verification Teams.

7. Pay dues/fees to maintain Full Affiliate status and voting privileges. (See chart on the following pages)
   a. Annual program dues are due July 1 of each year.
   b. Programs whose dues are not received by September 1 are subject to Probationary Affiliate status.
   c. Dues are payable for all course levels throughout the period of affiliation at each location, whether or not the location is operating in a particular year. For additional locations that are contract sites, dues are payable for the term of the contract, which must include both the academic and practicum phases. Annual dues invoices are based on the fiscal term July 1 to June 30.
      1. All AMS-affiliated teacher education programs must operate a main site and pay program dues and fees accordingly.
      2. All AMS-affiliated teacher education programs that have an additional location(s), including contract sites, must pay annual dues for the duration of affiliation, whether active or inactive.
   d. Adult learner fees must be submitted in full with the *Adult Learner Registration Form*.
      This fee includes registration of the adult learner with AMS, membership for the adult learner under the adult learner category, and award of an AMS credential upon successful completion of program and AMS requirements. Membership benefits cannot be extended to adult learners until the fee is paid in full. The membership year runs from July 1 to June 30. Registration at any time from July 1

through March 31 of that fiscal year is considered year one. Year two is the full academic year that follows year one.

1. <u>For free-standing programs</u>, adult learner registration and fees are due at AMS no later than six calendar weeks from the start date of the teacher education program's academic phase, regardless of the course's time structure.

2. <u>For college or university programs</u>, adult learner registration and fees are due at the conclusion of the academic phase, or when the adult learner enters the practicum phase (whichever comes first), and no later than six calendar weeks from the start of the practicum phase.

The AMS adult learner fee published in the program's promotional material may not exceed the current published AMS adult learner fee.

    e. <u>Affiliation and Substantive Change fees</u> are due with the application. TEAC will not act on any affiliation application that requires a fee until the fee is paid to both AMS and MACTE.

    f. Other fees are due as invoiced.

    g. A late fee is assessed for delinquent annual dues, late submission of annual reports 30 days or more past due, and when adult learner fees are not paid in accordance with the deadlines outlined above.

8. Submit all reports when due. (See chart on the following pages.)

    a. All forms are found within the Teacher Education Program Director Resources section of the AMS website.

    b. Programs that are two or more months late in submitting these reports are subject to Probationary Affiliate status.

        1. <u>Adult Learner Registration Form</u>

            a. Reference adult learner fees in payment of dues/fees (see above).

            b. <u>Initial Applicants</u>: Submit the *Adult Learner Registration Form* to the AMS office immediately upon achieving Applicant Affiliate status. Do not submit fees at this time. Pay registration fees for those listed on the initial Adult Learner Registration Form immediately upon achieving MACTE accreditation and AMS Full Affiliate status.

        2. <u>Annual Reports</u>

            a. The AMS Annual Report is due October 1 each year.

                • The AMS office of teacher education will review the AMS Annual Report for completeness within 45 days from date of receipt and notify the TEP director in writing of any missing documentation. Such missing documentation must be received by the AMS office of teacher education within 30 days of date of written notification in order to maintain Full Affiliate status.

            b. <u>Practicum Report</u>

                • <u>For free-standing programs:</u> due November 1.

- For college/university programs: due four weeks after the start of practicum phase.
  3. Other reports are due as requested.
  4. A late fee is assessed for delinquent reports 30 days or more past due.
9. Ensure that director(s), level coordinator(s), practicum supervisor/coordinator(s), core and foundational curricular instructors, and field consultants are current AMS members.
10. Maintain all program files, including personnel, adult learners, and graduates. Assure confidentiality of the same. For document retention standards, see later in this section.
11. Provide a written transfer policy. The transfer requirement standards are found later in this section.
12. Recommend graduates to AMS for an AMS credential immediately upon successful completion of the course, following the procedure found on the Teacher Education Program Director Resources page of the AMS website.
13. Keep staff and adult learners informed about the activities of AMS.
14. Abide by the accreditation requirements of the Montessori Accreditation Council for Teacher Education (MACTE).
15. Identify and recommend, to MACTE and to the AMS office of teacher education, staff members and current classroom practitioners to serve on on-site verification teams as team members and AMS verifiers. It is recommended that the director and core instructors participate in at least one on-site visit per year. It is strongly recommended that the director and core instructors participate in at least one on-site visit two years prior to the start of the program's self-study writing process for affiliation/accreditation renewal.
16. Understand and be bound by all aspects of confidentiality relating to the AMS affiliation and MACTE accreditation processes when serving as a member of an on-site verification team (OSVT).
17. Program responsibilities and requirements for MACTE-accredited programs seeking AMS affiliation are the same as for Full Affiliates.

4.2.18 Deadlines for Fees/Forms Submission

ITEM	DUE IN FULL	ACCOMPANIED BY	NOTES
ANNUAL PROGRAM DUES	July 1 Annually	AMS Invoice	• Must be paid for all course levels whether or not a course cycle is conducted in a particular year (whether active or inactive) • Contract sites dues are payable for the term of the contract for both the academic **and** practicum phases PENALTY • Probationary Affiliate status and loss of voting privileges if not paid by Sept 1. Probationary Affiliate status added to the AMS website listing
ADULT LEARNER FEES *For free-standing programs*	No later than 6 calendar weeks from the start date of the TEP's academic phase regardless of the course time structure	Adult Learner Registration Form	• Fee covers AMS adult learner membership for up to three fiscal years (7/1 – 6/30), beginning in the year when AMS receives full payment. Submission of fees in a timely manner ensures that adult learners receive maximum period of benefits. • Adult learner fees published in the program promotional materials cannot exceed the current AMS adult learner fee PENALTY • Assessment of late fees of 10% per month when submitted 60 days or more beyond due date. Program is responsible for payment of late fee and cannot be assessed to the adult learner.
ADULT LEARNER FEES *For college or university programs*	Due at the conclusion of the academic phase, no later than 6 calendar weeks from entry into practicum phase	Adult Learner Registration Form	See notes in entry above for requirements and explanation.

ADULT LEARNER FEES *For initial applicants*	Due upon achieving Full Affiliate status	Adult Learner Registration Form	• *Adult Learner Registration Form* is due immediately upon achieving Applicant Affiliate status • Payment is due immediately upon achieving MACTE accreditation and Full Affiliate status
INITIAL AFFILIATION*, RENEWAL, , AND SUBSTANTIVE CHANGE FEES *This applies to MACTE-accredited programs seeking AMS full affiliation	Due with application	Application and all required documentation	No action is taken on an application prior to receipt of the fees by both AMS and MACTE.
APPLICANT AFFILIATE ANNUAL DUES	Due upon receipt of invoice	Invoice	Invoiced subsequent to acceptance of Initial Affiliation documentation by TEAC of new course levels and additional locations.
OTHER	Due upon receipt of invoice	Invoice	
• Once paid, all dues and fees are non-refundable including application, renewal, substantive change and adult learner fees. • AMS accepts program credit/debit cards, checks, bank checks, money orders or wire transfers in payment of fees. Personal checks are not accepted. • The current late fee is assessed for delinquent payment of dues and fees, 30 days past due. • Programs that are two months late in submitting fees are subject to Probationary Affiliate status, with Probationary status added to the AMS website listing.			

4.2.19 Deadlines for Submission of Reports

REPORT	DUE IN FULL	ACCOMPANIED BY	NOTES
ANNUAL REPORTS	October 1	All required elements and documentation	• The report will be reviewed by the AMS office of teacher education for completeness. • TEP will be notified of any missing documentation in writing. • Missing documentation must be received by the AMS office of teacher education within 30 days of date of written notification in order to maintain Full Affiliate status.
PRACTICUM REPORTS For free-standing programs	November 1		
PRACTICUM REPORTS For colleges and universities	Four weeks after the start of the practicum phase		
OTHER REPORTS	Due as requested		
• Due dates of reports are subject to change at the discretion of the AMS office of teacher education. • Forms and reports are found on the Teacher Education Program Director Resources page of the AMS website and are posted three months in advance of the due date. • The current report late fee is assessed for delinquent reports submitted 30 days or more past the due date. • Programs that are two months late in submitting reports are subject to Probationary Affiliate status, with Probationary status added to the AMS website listing.			

4.3 TERM OF AMS AFFILIATE STATUS

4.3.1 TERM OF AMS AFFILIATION FOR FULL AFFILIATE STATUS

The term of affiliation by AMS for a teacher education program equals the length of the program's term of accreditation by MACTE. For initial MACTE accreditation, accreditation is granted for seven years, pending submission and approval of an Interim Report required by the end of the third year. The program must provide AMS a copy of the interim report submitted to MACTE. Following MACTE acceptance of the report, the program must provide AMS a copy of the MACTE letter of approval.

4.3.2 TERM OF AMS AFFILIATION FOR MACTE-ACCREDITED PROGRAMS THAT HAVE FULL AFFILIATE STATUS

The first term of affiliation extends through the end of the current term of accreditation by MACTE. The program can then renew affiliation and accreditation with AMS & MACTE concurrently. Upon successful completion of the renewal process, the program will be assigned "Full Affiliate" status.

4.4 PUBLICATION OF AMS AFFILIATION STATUS

The American Montessori Society name and logo are the property of AMS. They may not be used for any purpose other than advertising or publishing the affiliation status of credentialing courses as described in the sections above. They may not be used on certificates of attendance, certificates of course completion, course issued transcripts nor in any website or print advertisement for workshops and events that do not involve the AMS-affiliated teacher education program.

1. A *certificate (or letter) of attendance (or completion)* from a Montessori teacher education program is not equivalent to a credential. Therefore, it does not fulfill credential requirements for teachers in AMS Full Member and AMS-accredited schools.

2. Terminology for references to AMS affiliation in published materials:
   a. AMS-affiliated teacher education programs must be referred to as an "AMS-affiliated TEP". They are not an "AMS TEP". When referencing your status with AMS you must state: "AMS-affiliated" OR "Affiliated by AMS" (a program is not affiliated "*with*" AMS).
   b. Programs may publicize or promote services in preparing adult learners for credentialing only for the course levels for which the program is fully affiliated. Promotion of a course level(s) for which the program is in process of affiliation may not be included in advertisements for an affiliated program.
   c. In the event that a program releases incorrect or misleading information about its AMS-affiliated status, AMS requires public correction by the program within a 30-day calendar period of obtaining evidence of such erroneous release of information.

A. **Terminology for Applicant Affiliate status programs**:

After an applicant has received notification of approved AMS Applicant Affiliate status, the following statement may be used in its published materials:

> *"(Name of program***) has applied for affiliation of its *(level(s) of certification courses)* **by the American Montessori Society and been granted AMS Applicant Affiliate status***."*

Following the awarding of Applicant Affiliate status, TEPs may request official copies of the AMS logo by completing the AMS Logo Request Form and submitting it to the AMS office of teacher education.

B. **Terminology for Full Affiliate status programs**:

After an Applicant Affiliate becomes an AMS Full Affiliate, the program is entitled to use the AMS logo and to refer to its Full Affiliate status in published materials. The program may use the following:

> **"(***Name of program***) holds Full Affiliate status for its (***level(s))* **teacher education course(s) with the American Montessori Society through the year _____."**

If a program offers both a Full Affiliate course and another course in the process of affiliation, they must be listed separately and identified as "holding affiliate status" or as "not holding affiliate status" in all publications. The AMS logo can only be used on the same page and in reference to the AMS-affiliated credential course.

C. **Terminology for Full Affiliate programs applying for a Substantive Change requiring an on-site visit:**

After the program has received approval for scheduling of its required on-site visit, the following statement may be used in its published materials:

> *"(Name of program)* **has applied for affiliation of its** *(level of new credential course or level and name of additional location, contract site or branch site)* **by the American Montessori Society."**

D. **Affiliated program applying for a Substantive Change not requiring an on-site visit:**

After the program has received TEAC and MACTE approval of the substantive change, the program may indicate the change in its published materials.

E. **TEP sponsored workshops:**

A TEP may sponsor a workshop that is not within the AMS-affiliated program, use the AMS logo and give AMS professional development credits, if the TEP:

1. Follows the AMS affiliation standards.
2. Has applied to the AMS office of professional development.
3. Receives written acceptance from this office prior to the workshop.

4.5 TRANSFER POLICY

The program must develop a written policy and procedure for the transfer of adult learners from another AMS program and from non-AMS programs in keeping with the standards below.

4.5.1   TRANSFER BETWEEN AMS-AFFILIATED PROGRAMS
For transfer of a current adult learner from one AMS-affiliated teacher education program to another AMS-affiliated teacher education program:

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

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

4.5.1.1 TRANSFER FROM OTHER TEACHER EDUCATION PROGRAMS RECOGNIZED BY AMS
Transfer of contact hours and/or credits from teacher education programs recognized by AMS (AMI, NCME, and MACTE-accredited programs) will be considered with verification of the following documentation.

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

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

4.5.2   TRANSFER FROM TEACHER EDUCATION PROGRAMS NOT RECOGNIZED BY AMS

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

4.6   RECORD RETENTION POLICY

The AMS-affiliated teacher education program director is responsible for the maintenance and retention of education records for adult learners in process and graduates. Record retention requirements for post-secondary institutions vary both in duration and in the documents to be retained from state to state and country to country. The director must contact the appropriate government office in which the main site is located for post-secondary requirements. In addition, if the program has additional locations/contract sites, the director may be required to follow the post-secondary requirements for record retention in these locations rather than those of the main site. The director should also contact an attorney and/or auditor for additional information on maintenance and retention of education records.

 Note that requirements for K-12 may differ from requirements for a post-secondary institution.

AMS provides the following recommendation as the minimum documentation to be included in education records. It is the director's responsibility to include any additional documents required in their area. There are two categories: 1) graduates and 2) adult learners in process.

Educational records for **graduates** (retain according to local requirements):
1. Application
2. Documentation of educational background (e.g. high school, college, equivalency evaluation if post-secondary experience is outside of U.S. and graduate attended a TEP in the U.S.)
3. Record of contact hours for each curricular area of course (AMS needs this information to produce verification letters for state agencies and for transcripts)
4. Checklist verifying completion of AMS and program requirements for graduation (e.g. attendance, assignments, performance evaluations, documentation from the practicum phase etc.)
5. Financial record
6. AMS Credential Recommendation Form
7. Copy of credential issued

Education records for **adult learners** in process (AMS recommends you retain these files even if they date before local requirements):
1. All of the above (relative to what has been completed)
2. All program documentation to date (e.g. attendance, assignment outcomes and their completion, practicum reports, etc.)
 Note also:
1. Adult learner/graduate files are confidential.

2. All local, state, and federal record retention rules must be followed properly.

4.7 ELIGIBILITY FOR INITIAL AFFILIATION AND RENEWAL OF AFFILIATION

AMS sets the standards for high quality Montessori teacher education. Within those standards there is room for each AMS-affiliated TEP to individualize how it meets those standards and delivers instruction.

Affiliation is available for the following models:
1. Free-standing TEPs that exist solely for the purpose of offering Montessori teacher education programs that may be part of other educational organizations (e.g. schools for children)
2. Montessori teacher education programs within colleges or universities

The creation of a new TEP or new course level seeking affiliation by AMS requires reflection, definition and planning before the TEP begins writing the AMS affiliation application/documentation and MACTE self-study. A director should involve staff in the development of a TEP. Each will contribute their past experiences to the process. Frequently items such as syllabi, schedules, handbooks, evaluations, etc. of the teacher education programs from which they earned their credentials are shared. Review of these assists the TEP in its self-creation.

If there is something that the TEP wishes to incorporate directly ("copy and paste") into its own documents, the TEP must seek permission from the TEP from which it is borrowing or quoting and attribute the section to the TEP.

The AMS office of teacher education provides substantial support for new TEPs in development as well as AMS annual conference workshops that provide "how-to" instruction for starting an AMS-affiliated teacher education program. This support is intended to clarify the requirements and processes found in this Handbook. In addition, AMS acts as a service center to all AMS-affiliated TEPs offering clarification of requirements, professional development, networking, resource sharing, and problem-solving.

Because MACTE accreditation is required for affiliation by AMS, except for the Administrator course level, MACTE Quality Principles and competencies will be considered in the development of the course.

4.8 TERM OF AFFILIATION

The term of AMS affiliation for a teacher education program equals the length of the TEP's term of accreditation with MACTE (also see Section 4.2).

1. *For initial MACTE accreditation*, accreditation is granted for seven years pending submission and approval of an Interim Report to MACTE required by the end of the third

year. The TEP must also provide AMS a copy of the interim report submitted to MACTE. Following MACTE acceptance of the report, the TEP must provide AMS a copy of the MACTE letter of approval.

2. *For renewal of affiliation/accreditation*, the maximum period of accreditation granted by MACTE is seven years. Renewal applicants must start the process two years prior to the expiration date of affiliation/accreditation and submit a self-study/application to both AMS and MACTE at least six months prior to the desired on-site visit dates. The on-site must take place at least three months prior to the expiration date of accreditation. Affiliation/Accreditation begins on the date the MACTE Board deliberates and accepts a TEP's eligibility.

3. For additional locations, once AMS-affiliation/MACTE-accreditation is granted, the term of affiliation runs concurrently with the term for the main site. For contract sites, the term of affiliation/accreditation is for the term of the contract.

Once approved by the AMS Board of Directors, the AMS term of affiliation will be for the same dates as MACTE accreditation.

Adult learners actively enrolled (i.e. not yet graduated) in the course cycle in session as of the last day of the AMS/MACTE on-site verification visit that results in AMS Full Affiliate status are eligible for an AMS credential upon successful completion of the course. If an AMS on-site visit is required after the MACTE on-site visit, the adult learners who are enrolled in the course cycle in session as of the last day of the AMS on-site verification visit that results in AMS Full Affiliate status are eligible for an AMS credential upon successful completion of the course. (For initial affiliation, adult learners enrolled in a prior course cycle are not eligible for an AMS credential.)

4.9 OVERVIEW OF THE PROCESS AND STEPS FOR INITIAL/RENEWAL OF AMS AFFILIATION

4.9.1 INQUIRY (STEP 1)
A prospective applicant must obtain the most recent *AMS Handbook for Teacher Education Program Affiliation* and the most recent *MACTE Guide to Accreditation*. The order form for the *AMS Handbook for Teacher Education Program Affiliation* is found on the AMS website (www.amshq.org), or by contacting the director of teacher education affiliation and services in the AMS office. Once received, all individuals who are participating in the application process must carefully review both handbooks. If there are questions concerning the AMS affiliation process, contact the director of teacher education affiliation and services. AMS and MACTE have collaborated on one application form for the submission of the application, self-study, and all documentation to streamline the dual affiliation/accreditation process.

4.9.2 SELF-STUDY AND APPLICATION (STEP 2)
1. Following the process of reflection:
    a. An initial TEP begins with the development of syllabi and a curriculum sequence using the appropriate AMS course level requirements found in Section 6 of the AMS Handbook.

b. <u>A renewing TEP</u> reviews its syllabi and the current AMS course level requirements for changes in requirements since its last AMS affiliation, and for improvements to the syllabi and course components resulting from feedback by the director, instructors and adult learners and data collected on outcomes during their last accreditation period.

c. <u>Initial and renewing TEPs</u> create drafts for the time structure of both the academic and the practicum phases of the course, the Adult Learner Handbook, Practicum Handbook, and dates for orientations, assessments, and evaluations prior to starting on self-study writing.

2. Once the syllabi and course components have been designed, the process of writing the MACTE accreditation self-study and AMS affiliation documentation begins. The TEP begins with the MACTE Guide to Accreditation Self-Study Checklist, which includes the AMS documentation requirements in Appendix B. There is considerable overlap for documentation needed in the review process by the two organizations. Therefore, a review of Appendix B (AMS requirements) is recommended as the first step, noting those sections of the MACTE self-study that are impacted by AMS standards and requirements. For many of the AMS documentation requirements, there is a corresponding section of the MACTE self-study where the documentation must be reviewed and written using AMS requirements (these sections are then inserted into the appropriate location in the MACTE self-study). Page numbers of each insertion are noted in Appendix B.

3. **<u>Additional considerations:</u>**
    a. The application and all documentation must be written in English.
    b. The TEP must use precise language and evidence in presenting the TEP. TEAC readers and the on-site team focus on language and precision to determine the degree to which the application/documentation means exactly what the TEP intended to say.
    c. The responsibility for writing sections of the document may be delegated to individuals or groups.
    d. Applicants for affiliation must use the most current *AMS Handbook for Teacher Education Program Affiliation* and forms.
    e. If the application is for more than one course level, there must be a separate application and documentation for each course level.
    f. In submitting to MACTE, the TEP must indicate its intent to affiliate with AMS to request an AMS on-site verifier as team member of the on-site verification team (OSVT).
    g. The self-study, application, and documentation are submitted to both AMS and MACTE simultaneously using the MACTE instructions on the self-study checklist.
    h. The current application fee is submitted with the application/documentation and must be received before the self-study review process will begin.
    i. New TEPs or new courses in existing TEPs must submit applications and documentation for accreditation and affiliation at least nine months prior to their

preferred on-site visit dates, which must be at least three months prior to the expected affiliation/accreditation.

j. Programs already accredited by MACTE must submit an AMS application and all documentation requested in Appendix B of the MACTE Guide to Accreditation Self-Study Checklist, and then follow all the steps below that relate to AMS review, including an AMS 3-day on-site visit. In addition, they must notify MACTE of the change in their organizational affiliation and follow any procedures required by MACTE at the time their intentions are submitted (MACTE may require the submission of a new self-study for review if there is a significant change in curriculum hours, personnel or capacity).

4. **Renewal considerations:**

a. Programs must submit an application and self-study documentation for renewal at least six months prior to the preferred on-site visit dates, which must occur three months in advance of the expiration of affiliation/accreditation.

b. Programs that fail to submit renewal documentation within the approved timeline or fail to complete the renewal process within the timeline are subject to probationary status if their on-site is unable to be scheduled or approved prior to the expiration of their accreditation.

c. If the TEP does not complete the affiliation process that includes the granting of renewal of MACTE accreditation, the TEP may voluntarily withdraw its affiliation providing it is in good standing (see Section 4: AMS Full Affiliate Program Responsibilities and Requirements) with AMS at the time of withdrawal. If the TEP is not in good standing, failure to complete the entire process within the affiliation/accreditation time frame results in revocation of affiliate status.

d. *Deferment of Action Due to Catastrophic Circumstances*: Deferment of action may be exercised for up to one year when an institution requests deferment due to catastrophic circumstances and provides appropriate documentation.
    Good Cause Extension: AMS and MACTE may extend a TEP's renewal of affiliation/accreditation up to twenty-four months if it is specifically determined that there is good cause to do so. A good cause letter requesting an extension must be sent to the AMS and MACTE offices no later than six months prior to the renewal date to be considered for an extension. (An extension does not mean added years of affiliation/accreditation. The time extension is subtracted from the next term of affiliation/accreditation).

4.9.3   AMS OFFICE OF TEACHER EDUCATION REVIEW (STEP 3) – *the "Office Review Phase"*

The director of teacher education affiliation and services acknowledges receipt of the application, documentation, and fee, enters information into the AMS database, reviews the AMS components of the self-study and documentation for <u>completion</u> to determine if everything required has been included, and verifies the credential and membership information provided on the *Personnel Chart*. An *Office Review Checklist* is completed and emailed to the TEP director.

If all items required in the documentation have been included, the self-study is ready for review by two AMS readers who will review the self-study for adherence to AMS standards and requirements. If incomplete, the office review checklist will indicate the documentation that must be submitted to complete the self-study. The TEP director must respond to requests for additional documentation or corrections within fifteen days. Once complete, the self-study is ready for review by the readers.

4.9.4 AMS TEACHER EDUCATION ACTION COMMISSION (TEAC) REVIEW (STEP 4): *the "Reader Review Phase"*

Two anonymous TEAC readers are assigned to review the TEP's application for adherence to AMS standards and requirements. The readers may elect to receive electronic copies of the documents or request paper copies for review.

1. If electronic copies are requested, the director of teacher education affiliation and services emails copies of the complete documentation (or shares access to an electronic folder) to the readers for review.
2. If paper copies are requested, the director of teacher education affiliation and services will request that paper copies from (and made by) the TEP be sent to the AMS office. These copies are then forwarded to the reader(s) for review.
3. TEAC readers review the application and documentation.
4. If the readers have questions for the TEP, they prepare a reader review checklist and send the questions to the senior director of teacher education, who forwards the questions to the TEP director for response – the date/deadline for response is included.
5. The TEP director sends responses written directly in the reader review checklist to the AMS senior director of teacher education, who forwards the responses to the readers for their review and consideration.
6. The TEP must complete all requests by TEAC readers who review the AMS application and all documentation for adherence to AMS standards and requirements within the timeframe designated by TEAC readers. All responses must be reviewed and approved within one year from the date of the original application. After one year, the TEP must begin the affiliation application process again, including payment of current fees.
7. Throughout the review process, it is essential that the TEP director stay in communication with the senior director of teacher education and director of teacher affiliation and services and submit documentation and clarifications as requested.

Upon TEAC readers' approval of the self-study and supporting documentation, TEAC takes action on application through the Community Board, e-mail, or conference call, or defers action until the next face-to-face meeting. Positive action results in AMS Applicant Affiliate status for initial TEPs (refer to Section 4 for more information on Applicant Affiliate status).

MACTE must declare the application and self-study auditable a minimum of two months prior to the dates tentatively set for the on-site verification visit. MACTE must receive approval from AMS

before declaring the self-study auditable. If the self-study is not declared auditable at least two months prior to the requested dates, the on-site verification visit will need to be rescheduled.

4.9.5   THE ON-SITE VISIT AND REPORTS (STEP 5)

MACTE schedules the dates for the on-site visit and assigns the on-site verification team (OSVT) to visit the TEP while the credential course is in session. The OSVT evaluates adherence to the MACTE Quality Principles and AMS requirements, and verifies the information contained in the MACTE self-study for both MACTE and AMS.

1. If the TEP has indicated its intention to affiliate with AMS, every effort will be made to include an AMS team member.
2. **Once the dates are scheduled and a team is formed, it is the TEP's responsibility to immediately notify the senior director of teacher education, so AMS information and forms can be provided to the TEP and AMS verifier.**
3. The TEP will provide the AMS verifier with a copy of the AMS application and documentation approved by TEAC for review prior to the on-site visit.
4. The AMS team member on the on-site team, who AMS has designated as the AMS verifier, will verify the AMS requirements on-site. This can only be done if TEAC has approved the AMS application and documentation a minimum of two months before the on-site visit.
5. If the TEP has not been approved for an OSVT by AMS, MACTE will not schedule the OSVT until AMS has completed its review and has approved the applicant, or the applicant has withdrawn its intention to affiliate with AMS.
6. TEAC will offer the option of a virtual on-site visit for existing AMS-affiliated teacher education programs for the administrator course level (only) added during its existing affiliation cycle.
7. AMS staff members may not be assigned as participating members on on-site accreditation/affiliation verification teams. In the event of extenuating circumstances, an AMS staff member may replace an assigned participating member, when no other options are available and rescheduling is not feasible. Such instance will not generate any additional costs to the school or teacher education program. AMS staff members may periodically observe on-site visits, as needed and when appropriate, so that on-site verification visit protocols, training, and preparation for the team members and the schools/teacher education programs are adequate. If an AMS staff member is serving as an observer on an on-site visit, AMS is responsible for all costs incurred.

4.9.6   FOLLOWING THE ON-SITE VISIT (STEP 6)

The AMS verifier prepares a written *AMS On-Site Verification Report* including any additional information/clarification requested by the TEAC readers.

1. This report is submitted to the AMS office of teacher education with a copy to the TEP director within fifteen days of the conclusion of the on-site visit.
2. The director submits a signed copy of the report and the Director's Response to the AMS office of teacher education within fifteen days from receipt of the AMS On-Site Verification

Report, including any additional information or documentation required in the AMS On-Site Verification Report. If additional information or documentation is not required, the director submits the Director's Response to acknowledge receipt of Verification Report.

3. Both the TEP director and AMS verifier independently submit an Assessment of On-Site Visit to the AMS office of teacher education within thirty days of the conclusion of the on-site visit. The assessment is completed individually as a reflection of the process itself.

4. If a TEP needs to respond to questions or submit additional information following the on-site visit, the TEP has thirty days from date of notification to respond to questions and/or provide additional information. If response is not received by due date, the AMS office of teacher education will contact the TEP director, alerting them the TEP is no longer in compliance with the affiliation process.

    Program action needed to regain compliance:
    a. Request an extension, in writing, for which a $750.00 extension fee paid to AMS is required
    b. Upon receipt, AMS office of teacher education will grant the TEP an additional thirty days to provide requested information
    c. If information is not received by AMS within second 30-day period, AMS will terminate the TEP's application, and make the information public including notification to MACTE of the TEP's status

If the TEP does not file for an extension within five days of notification from AMS office, the TEP's Applicant Affiliate status is terminated.

4.9.7 FINAL REVIEW (STEP 7)

The senior director of teacher education reviews the on-site report and materials and makes a recommendation to TEAC for approval or further consideration.

1. The TEP director is sent a letter specifying the outcome of the review of the on-site report and the next step of the process.
2. The final AMS affiliation decision (which follows the awarding of MACTE accreditation by the MACTE Board) is sent to the AMS Board in the TEAC Report to the Board for approval.

4.9.8 CERTIFICATE OF AFFILIATION

Upon TEAC and AMS Board approval and documentation of MACTE accreditation, the director of teacher education affiliation and services will issue a certificate of Full Affiliate status to the TEP following receipt from the TEP of a final copy of the self-study documentation that includes all changes requested by MACTE and AMS during the review process.

For all affiliation submissions, after two reviews by the AMS office and two reviews by the TEAC readers, TEPs will need to wait twelve months before submitting new application(s), documentation, and new fees. In the interim, AMS-affiliated TEPs will no longer be affiliated by AMS.

4.9.9   APPEAL PROCEDURE FOR AFFILIATION DECISIONS

The AMS Teacher Education Action Commission (TEAC) is charged with overseeing the formal affiliation process for all teacher education programs choosing to become recognized as institutions affiliated by AMS. The process is well-documented and designed to assist teacher education programs through the rigorous process of proving they meet all AMS requirements for affiliation. Once TEAC has completed its work, it recommends to the AMS Board of Directors whether or not to affiliate the teacher education program, and the Board makes the final determination based on the recommendation of TEAC and documented grant of accreditation by the MACTE Board of Directors.

In the event a teacher education program disagrees with an affiliation decision made by TEAC, the TEP director may initiate an appeal to TEAC to reconsider the decision for denial of affiliation by AMS concerning initial, renewal, additional location applications and termination of affiliation. The formal appeal process is found in Appendix D of this *Handbook.*

4.10   CHANGES IN AN AMS-AFFILIATED TEP THAT MUST BE REPORTED TO AMS

AMS and MACTE have collaborated on reducing the required paperwork for reporting changes to approved accreditation and affiliated documentation. AMS requires that the Substantive Change Application cover sheet is submitted to AMS along with the MACTE application and documentation. On each application form, you will find that, in some cases, AMS requires additional documentation to that required by MACTE. Substantive changes must be approved by both TEAC and MACTE.

4.10.1 THE CHANGES BELOW MUST BE REPORTED WITHIN THIRTY CALENDAR DAYS TO THE DIRECTOR OF TEACHER EDUCATION AFFILIATION AND SERVICES:

1. Name of TEP – this must be reported before any action is taken by the TEP to actually make the name change (e.g. filing applications with local agencies, changing promotional literature, etc.). This is required, as AMS does not allow different TEPs to have the same name, and does not want a TEP to encounter additional expense for two processes if its chosen name is already in use by another TEP.
2. Instructional address of TEP
3. Mailing or office address
4. Phone or fax number
5. E-mail or website address
6. Change in director

4.10.2 THE CHANGES BELOW REQUIRE SUBMISSION OF A SUBSTANTIVE CHANGE APPLICATION, DOCUMENTATION, AND CURRENT FEE WITHIN SIXTY DAYS OF THE SUBSTANTIVE CHANGE.

- **Substantive changes that <u>do not require</u> an on-site verification visit:**
  #1 Legal Name of TEP
  #2 Established Mission or Objectives
  #3 Director or Faculty/Staff
    o Change in the TEP's director
    o Change in 50% or more of the core faculty within one credential course cycle, or change in faculty resulting from a change in director
  #4 Time Structure or Length of Credential Course(s) Offered
  #5A Curriculum: Revision of Syllabus
  #5B Curriculum: Change in Course Delivery – Online Learning (Distance Education)

- **Substantive changes that <u>do require</u> a one-day, on-site verification visit which must occur within six months of the effective date of change:**
  #5C Curriculum: Addition of an Age Range
  This applies to a TEP that has an AMS-affiliated Elementary I course level and is adding an Elementary II course level, or a TEP that has an AMS-affiliated Secondary I course level and is adding a Secondary II course level
  #6 Ownership/Control
  #7 Relocation of Permanent Site
    o This applies to instructional site relocation only
    o If only the TEP's office is relocating, the AMS office of teacher education and all enrolled adult learners must be informed by mail within fifteen days of the change. AMS should receive notice via certified/registered mail
  #8: Additional locations
  Approval of a Branch Campus, Additional Location, or Contract Site requires pre-approval through submission of the application cover sheet and fee prior to the site's opening, to be followed by the complete application/documentation within one month of opening, and a one-day, on-site verification visit no later than six months after establishment of the site.

4.11 ESTABLISHING ADDITIONAL LOCATIONS

A TEP must have Full Affiliate status to apply for an additional location or contract site. Only the credential course level(s) for which the TEP already holds AMS Full Affiliate status can be offered at the additional location. See definitions of "additional location" and "contract site" in the MACTE Guide (Section E2).
1. All additional sites must be affiliated by AMS.
2. The name of the additional location or contract site will be the same name as the AMS-affiliated TEP plus a descriptor for the location (i.e. Montessori Teacher Education Program – Anywhere, Any State).

3. The additional location must be shown on the TEP's organizational chart.
4. If the additional location or contract site is held in a school for children, that school must maintain AMS membership for the duration of the term of the affiliation.
5. An on-site coordinator must be present on-site at all times during the academic phase.
6. For <u>additional locations</u>:
   a. Upon being granted Full Affiliate status, the term of affiliation for an additional location is the same as the term of affiliation for the TEP's main site.
   b. Program dues are paid for the duration of the term of affiliation, whether or not there are adult learners enrolled and the course is active.
   c. Once affiliation is granted, adult learners are registered with AMS and fees are submitted with registration.
7. For <u>contract sites</u>:
   a. The term of affiliation is for the term of the contract.
   b. Contracts must include both the full academic phase and full practicum phase for the adult learners covered by the contract and must be for a minimum of two years (same as the length of AMS membership for adult learners).
   c. The contract must be included in the application documentation for these sites.
   d. Once affiliation is granted, adult learners are registered with AMS and fees are submitted with registration.
   e. Voluntary withdrawal documentation is required to close the course after at least 70% of the adult learners that were registered have completed the course.
   f. The teacher education program must continue to pay AMS dues until the TEP submits, and the AMS office approves, a plan for serving and completion of the certification of remaining adult learners.

TEAC has adopted from MACTE the definitions and requirements for additional locations, including contract sites. Refer to the most current version of the *MACTE Guide to Accreditation.*

4.12 TEMPORARY SITES AND SUBSTITUTE INSTRUCTORS

4.12.1 TEMPORARY SITES
Notify the AMS office immediately (by email) of your interim teaching site in case of an unforeseen event (flood, windstorm, etc.) or a planned event (construction, etc.) that necessitates a temporary change in the location of your teaching site. The following will be required for interim sites extending longer than two weeks:

1. A statement explaining the reason for the change – include a statement of how the new site(s) will provide the same experience for the adult learners as the main site (what adjustments, if any, are needed)
2. Address of the "interim" site
3. Dates the new site will be used
4. Photos of the environment that will be used (in lieu of an on-site visit)

5. Copies of any legal documents (such as a lease, special insurance, etc.) needed for the new site
6. A statement of how will the change in location be communicated to all stakeholders (adult learners, faculty, others, etc.)

4.12.2   SUBSTITUTE INSTRUCTORS

In the event of the need for a substitute instructor, the substitute must meet all the AMS qualifications of the instructor for whom they will substitute.   The substitution must be reported in the next annual report.

5.0 AMS MINIMUM STANDARDS FOR TEACHER EDUCATION PROGRAMS, PRACTICUM SITES, SUPERVISING TEACHERS, AND ADULT LEARNERS

MINIMUM STANDARDS FOR CURRICULUM CONTENT AND EMPHASIS

5.1 INTRODUCTION

The AMS standards in this section set forth the minimum requirements for teacher education programs, practicum sites, supervising teachers and adult learners. All programs applying for affiliation by AMS (initial, renewal and substantive changes) must adhere to these standards.

The standards define a basic structure for the organization of curriculum in each age range of Montessori specialization. They define minimum criteria for use in the following ways:

1. To aid the applicant's design and description of adequate admission requirements, personnel, instructional time, and curriculum for the academic and practicum phases, all of which must be described in the affiliation application documentation.
2. To facilitate AMS TEAC's objective evaluation of each request for affiliation and all required documentation, whether for initial, renewal, or substantive change applications. This evaluation includes assessment of completeness of the curriculum and fair comparison with the content of the course levels within the teacher education program.

Standards specific to each course level are found in Section 6. The purpose of course level standards is to define the minimum standards for each course level offered by a Montessori teacher education program affiliated by AMS. They include, but are not limited to, the following:

1. Philosophy and goals for the age level
2. Characteristics of the educational environment particular to the age range and the credential for which a course prepares
3. Minimum admission requirements of a candidate for the course level
4. Qualifications or special expertise required of the personnel at each course level
5. Total academic contact hours (in-residence or through online learning/distance education) for the course level
6. Course component descriptions
7. Practicum phase requirements
8. MACTE competencies

5.2 AMS-AFFILIATED TEACHER EDUCATION COURSE LEVELS

Infant and Toddler   (birth to age 3)
Early Childhood   (ages 2 ½ through 6)
Elementary I   (ages 6 through 9)
Elementary I-II   (ages 6 through 12)
Elementary II   (ages 9 through 12)
Secondary I   (ages 12 through 15)
Secondary I-II   (ages 12 through 18)
Administrator*

*Not recognized by MACTE

Admission/Credential requirements for specific course levels are found in Section 6.

5.3 TRANSCRIPT REQUIREMENTS FOR ADULT LEARNER APPLICANTS WHO DO NOT HAVE A BACHELOR'S DEGREE OR HIGHER FROM A REGIONALLY ACCREDITED U.S. COLLEGE/UNIVERSITY

A transcript from a non-U.S. regionally accredited college/university must be submitted to a recognized U.S. credential evaluation service (e.g. an evaluation service that is a member of NACES – the National Association of Credential Evaluation Services) for credit equivalency evaluation. Accredited colleges and universities in the United States may also make such evaluations. If the evaluation determines the studies completed outside the U.S. to be equivalent to a bachelor's degree or higher in the U.S., the adult learner will satisfy the bachelor's degree requirement for an AMS credential upon successful completion. The official credential evaluation is to be submitted to the AMS office of teacher education by the TEP director in lieu of the college transcript when recommending the individual for a credential.

5.4 CREDENTIAL FOR GRADUATES WHO DO NOT HAVE THE EQUIVALENT OF A REGIONALLY ACCREDITED U.S. COLLEGE/UNIVERSITY DEGREE

A credential is awarded to those whose degree is officially determined not to be equivalent to a U.S. bachelor's degree from a regionally accredited college/university, but which still meets the nationally recognized post-secondary educational standard in the state, province, or country of issuance, including a normal program length of a minimum of three years. *This credential will state the degree and the name of the country in which the degree was earned.* The official equivalency evaluation is to be submitted to the AMS office of teacher education by the TEP director in lieu of the non-U.S. transcript when recommending the individual for credential.

Candidates whose non-U.S. degree is determined to be equivalent to a U.S. bachelor's degree or higher from a regionally accredited U.S. college/university will be awarded the full AMS credential.

5.5   AMS STANDARDS FOR TEACHER EDUCATION PROGRAMS

1. Throughout Section 5, the references to "**recognized Montessori credentials"** held by instructional and supervising personnel is understood to mean a credential awarded by an AMS, NCME, AMI, or in-residence MACTE-accredited program "or its equivalent". *"Or its equivalent*" refers specifically to an approved Montessori credential at the appropriate level prior to the founding of MACTE in 1991.

2. A MACTE-accredited distance education (online learning) program must meet comparable in-residence/online requirements of an AMS-affiliated teacher education program, as found in Section 7, in order to be recognized.

3. All Montessori credentials not recognized by AMS as listed above are subject to a portfolio and approval process. (See Section 5.6.7.)

4. TEAC reviews and approves all credentials held by the program director, faculty (instructors, guest lecturers), and supervising personnel (level coordinators, field consultants, others) during the affiliation process.

5.5.1   STANDARDS FOR THE TEACHER EDUCATION PROGRAM

1. **Commitment to AMS and MACTE Standards**
    The teacher education program and its director must abide by and enforce all AMS and MACTE standards and requirements.

2. **Name of Teacher Education Program**
    AMS and TEAC reserve the right to evaluate the program name and advertising content for misleading information, terminology, or potential conflict of the name with an existing program.

3. **Site of Teacher Education Program** When an AMS-affiliated teacher education program is held in a Montessori school for children or adolescents, the school must be an AMS-accredited or full member school on the AMS Pathway of Continuous School Improvement *Level 6.* This applies to the program's main site, additional locations, and contract sites.
    http://amshq.org/School-Resources/Pathway-of-Continuous-School-Improvement/Steps-on-the-AMS-Pathway-of-Continuous-School-Improvement

4. **Institutional Integrity**
    AMS has institutional integrity and brand recognition. Therefore, AMS-affiliated teacher education programs may not hold multiple affiliations with other Montessori teacher education organizations.

5. **Hours**

   A. **Academic Hours**

      1. <u>Contact hours</u>: The teacher education program is required to have a minimum number of contact hours as listed under each course level's requirements. Academic contact hours are course hours completed on-site (in-residence) in the classroom with an instructor physically present and/or approved hours delivered via online learning (distance education)**.** Refer to Section 6 for specific course level contact hour requirements.

      2. <u>Practicum Seminar instruction</u>: A minimum of 16 contact hours is required during the practicum phase when the academic phase is primarily delivered in the summer. Practicum seminar contact hours are usually included in total hours reported for each syllabus, however additional content (i.e. special needs, etc.) may be delivered during these hours.   Dates and component content of Practicum Seminars are required in the Daily Course Schedule.

      3. <u>Online Learning (Distance Education)</u>: Refer to specific course level requirements in Section 6, and for standards for online learning (distance education) refer to Section 7.

   B. **Observation Hours**
   Observation hours are defined as both academic delivery addressing observation techniques and as hours spent observing children or adolescents in a program setting where a written report is required. Instructional hours in observation techniques must precede outside observation hours. Refer to specific course levels in Section 6 for hours required for observation.

   C. **Year-long Project**
   Year-long project hours may be done either within class time or as an outside assignment, but only those hours that are completed in the classroom with an instructor present may be counted in the total number of required contact hours. Year-long project hours can comprise no more than 16 hours of the total minimum required academic contact hours at the level of instruction. Contact hours provide in-class time for presentation/review, and analysis of individual projects within the group.

   D. **Completion of Academic Content Prior to Completion of Practicum**
   A minimum of 90% of the core instructional course content contact hours for the level (not including testing/evaluation) must be completed <u>prior to the end</u> of the practicum experience.

   E. **Curricular Areas for Each Course Level**
      1. ***Core curriculum*** is defined as any curricular area that requires an instructor to have a recognized Montessori credential at the level of instruction, plus a minimum of three years' experience teaching at the level after receipt of the credential.

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2. ***Foundational curriculum*** is defined as any curricular area that requires an instructor to have a recognized Montessori credential at any level plus a minimum of three years' experience teaching at the level after receipt of the credential.

3. ***Other curriculum*** is defined as any curricular area that may not require a recognized Montessori credential and may be taught by an instructor with a resume and evidence of expertise and experience in the subject being taught.

Infant and Toddler Course
1. ***Core*** course components: Montessori Philosophy, Pedagogy, Environmental Design, and Child, Family, and Community
2. ***Foundational*** course components: Observation, Personal Growth & Development, Program Leadership
3. ***Other*** course components: Child Development

Early Childhood Course
1. ***Core*** course components: Practical Life, Sensorial, Mathematics, Language, Physical and Life Science, Social Studies, Classroom Leadership
2. ***Foundational*** course components: Montessori Philosophy, Observation
3. ***Other*** course components: Child Development, Art, Music, Movement, Parent Involvement/Education

Elementary Courses
1. ***Core*** course components: Mathematics, Geometry, Language, Geography, History, Biological Sciences, Physical Sciences, Curriculum Design and Strategies, Classroom Leadership
2. ***Foundational*** course components: Montessori Philosophy, Practical Life
3. ***Other*** course components: Child Development, Movement and Physical Education, Visual Arts and Crafts, Music

Secondary Courses
1. ***Core*** course components: Montessori Philosophy, Classroom Leadership, Curriculum Design and Implementation
2. ***Foundational*** course components: Adolescent Psychology
3. ***Other*** course components: Communication and Partnership with Families

Administrator Courses
1. ***Core*** course components: Program Development/Leading a Montessori School
2. ***Foundational*** course components: Montessori Philosophy, Montessori Curriculum
3. ***Other*** course components: Educational Leadership, School Operations

For more information on instructor qualifications, see later in this section

Syllabi Requirements

AMS requires that syllabi meet the MACTE requirements below. In addition:

1. Every AMS course component required for each course level must have a separate syllabus.
2. Every syllabus must contain a catalogue-length description to introduce and summarize the content covered for each course component.
3. Every catalogue-length description must be published in the program's Adult Learner Handbook.

Description of Course Components (from the MACTE Guide, Section 2)

The program defines its educational task with a clearly written syllabus for each course component of each certification program, which includes all of the following:

1. Title of course component and number (if applicable)
2. Names of instructor(s)
3. Academic clock hours
4. Competencies to be achieved (designated with numbering used in Section D of the MACTE Handbook)
5. Outline of content and learning experiences
6. Assignments, evaluation requirements, and/or performance assessments
7. Objectives, other than MACTE competencies (numbered)
8. Required textbooks/readings

Number the objectives for ease of reference. Objectives should relate directly to the competencies and to evaluation. Include sufficient information to show support of the objectives, competencies and what assessment tools that are used to evaluate each component.

6. **Grievance Procedures and Policy**

There must be a published problem-solving procedure available to adult learners, personnel, and supervisors within each teacher education program, which includes the establishment of a problem-solving committee with a member/representative from the Montessori population of that course.

If a problem brought to the teacher education program's problem-solving committee is not resolved, the complainant may contact the AMS office of teacher education in writing

For Full Affiliate status programs only, the program's written problem-solving procedure must include the name, address, and telephone number of the AMS office.

7. **Practicum Requirements**

A. **Purpose of the Practicum**

The function of the practicum phase is to provide for the adult learner a supervised teaching/learning experience and a period of observation, internalization, and further

study to bring together the theory and practice of Montessori education. The environment must be prepared with Montessori materials and activities that correspond to the developmental needs and varied interests of the specific age group. Refer to the *AMS Suggested Materials Lists* in Appendix C.

Each course must define the minimum practicum period(s) as described by the AMS standards for each course level offered. AMS-affiliated teacher education programs may have their own practicum standards that are in addition to the minimum standards established by AMS.

The TEP must document contact with the adult learner at least once a month for the duration of the practicum

No part of the practicum may precede the beginning of the academic phase of the course.

A minimum of 90% of the core instructional course content contact hours for the level (not including testing/evaluation) must be completed prior to the end of the practicum experience.

B. **Practicum Supervisor/Coordinator**
Each course must have a practicum supervisor/coordinator. This position requires a job description and must be included in the program's organizational chart.

C. **Entry into the Practicum**
Each teacher education program is responsible for establishing a written policy that states specific prerequisites for entry into the practicum, including the number of completed academic hours required.

D. **Communication with Practicum Sites**
The teacher education program must inform supervising teachers, field consultants, and practicum site administrators of course content and all pertinent expectations concerning the adult learner's successful completion of the teacher education program. Furthermore, the supervising teachers, field consultants, and practicum site administrators must agree to uphold and support the TEP requirements and expectations for their adult learners.

E. **Home School Settings**
In the event where a home school setting serves as a practicum site for an adult learner, the program and the home school must sign a practicum agreement that includes at least the following details:
1. The school must include a complete multi-age grouping of children:

     a.   Infant & Toddlers – birth to 3 years old (varied multi-aged configurations)
     b.   Early Childhood – 3, 4, and 5 year olds
     c.   Elementary I – 6, 7, and 8 year olds
     d.   Elementary II – 9, 10, and 11 year olds
     e.   Secondary I-II – at least two different age levels of 12-18 year olds.

There must be a minimum of eight students at the appropriate age level in the class, unless local or state regulations require otherwise.

2. The school must provide an environment in which at least 75% of the children and/or adolescents' week is spent in a Montessori classroom employing the Montessori Method and materials.

8. **Assessment Requirements for Adult Learners**

A variety of methods are to be used to assess adult learners on the MACTE Competencies for Montessori Teacher Candidates. Assessment takes place during the academic and practicum phases of the course.

Forms of assessment may include but are not limited to:

     a.   Regular documented formative assessments throughout the practicum phase done by the supervising teacher and field consultant
     b.   Documented assessments of writing assignments, collaboration, and year-long projects
     c.   Documented portfolio assessments
     d.   Documented performance evaluations
     e.   Documented observations

9. **Final Evaluation and Credential Recommendation**

The director, supervising teacher, and/or field consultant collaborate on the final evaluation of the adult learner. Ultimately, the director has the responsibility to recommend each adult learner for an AMS credential immediately upon completion of all course requirements.

     a.   The individual *Credential Recommendation Form* that verifies the adult learner's completion of all minimum requirements, including academic contact hours and practicum phase with documentation of a minimum of three on-site evaluations, and the required original supporting documentation of educational experience (official transcript or equivalency evaluation) is submitted to the AMS office of teacher education.
     b.   A copy of the individual adult learner's *Credential Recommendation Form* and supporting documentation must be maintained by the program.
     c.   The *Recommendation Cover and Checklist* and *Credential Recommendation* forms for each level are found on the Teacher Education Program Director Resources section of the AMS website.

Program directors may issue a certificate of attendance, certificate of completion, or letter indicating successful completion of a course level by an adult learner. Standards for letters and certificates are as follows:

a. The certificate or letter has the full name of the teacher education program only. Reference to AMS cannot be included, except in the required disclaimer statement below.

b. The certificate or letter is signed by the program director.

c. AMS logo, AMS seals, and MACTE seals may not be used.

d. The certificate or letter must include a disclaimer "**This certificate/letter of completion (or attendance) is not an AMS Montessori credential**."

e. A sample copy of the certificate or letter of attendance/completion is required to be submitted with the program's annual report and at the time of main site renewal, and with applications for new additional locations.

f. A certificate or letter of attendance/completion from a Montessori teacher education program does not qualify a teacher to be a lead teacher in a school seeking AMS full membership status.

g. A teacher holding a certificate or letter of attendance/completion from a Montessori teacher education program does not qualify a school for AMS full membership status or for eligibility for AMS school accreditation.

10. **Candidates upgrading from AMS Elementary I to AMS Elementary I-II or AMS Secondary I to AMS Secondary I-II**

a. The candidate must hold an AMS Elementary I or AMS Secondary I credential to be eligible for appropriate upgrade.

b. Within the three-year time limit between receipt of the AMS Elementary I/Secondary I credential and completion of AMS Elementary I-II/Secondary I-II coursework:

1. The TEP submits the current *Credential Services Form* (available on the AMS website) and appropriate upgrade fee simultaneously with submission of the *Credential Recommendation Form* for Elementary I-II or Secondary I-II

2. The candidate must be a current AMS member at the time the upgrade occurs.

c. Outside the three-year time limit between receipt of the AMS Elementary I/Secondary I credential and completion of AMS Elementary I-II/Secondary I-II coursework:

- The candidate must be re-registered as an adult learner with AMS for the Elementary I-II or Secondary I-II course level, following the standard adult learner registration timeline. (Refer to Section 4.2.18)

5.6 QUALIFICATIONS OF TEACHER EDUCATION PROGRAM PERSONNEL

5.6.1 DIRECTOR QUALIFICATIONS

1. If the teacher education program is within the U.S. – A minimum of a bachelor's degree from a regionally accredited U.S. college/university or its equivalent is required, and:

a. If the <u>degree is from a non-U.S. regionally accredited college or university</u>, a transcript must be submitted to a credential evaluation service (e.g., an evaluation service that is a member of NACES, the National Association of Credential Evaluation Services: www.naces.org) for equivalency evaluation. Accredited colleges and universities in the U.S. may also make such evaluations. If the evaluation determines that the non-U.S. transcript is equivalent to a bachelor's degree or higher in the U.S., this requirement has been met.

b. If the <u>teacher education program is outside the U.S</u>. – The nationally recognized post-secondary educational standard applied in that country as documented in writing by the educational authority in that country.

c. If the individual <u>does not have a bachelor's degree</u>, the individual may not be the director of the program. They may serve as the "Executive Administrator" with another qualified individual serving as director.

2. The director must hold at least one recognized Montessori credential at the level(s) offered by the teacher education program.

a. If the program <u>director does not hold a recognized Montessori credential at *all* of the course level(s) offered by the teacher education program</u>, a qualified level coordinator(s) with the course level(s) Montessori credential(s) must be appointed by the program director.

b. If the individual <u>does not hold a recognized Montessori credential</u>, the individual may not be the director of the program. They may serve as the "Executive Administrator" with another qualified individual serving as director.

3. Evidence of 30 hours of continuing professional development for the last three years

4. Evidence of professional experience within the past five years, such as: letters of recommendation examples of curriculum development (lessons plans, power-point, outline, photographs), publications, professional presentations, etc.

5. Evidence of at least three years of teaching experience in a Montessori classroom with children or adolescents after receipt of Montessori credential or at least three years of administrative experience in a Montessori school, for those with an AMS administrator credential.

6. Evidence of experience in teaching adults, educational administration, and curriculum development

7. Current AMS membership

8. In all cases of illness or absence of directors of more than 30 days, the program must appoint an interim director to ensure program continuity. The interim director must meet the requirements listed for the director.

9. AMS has institutional integrity and brand recognition. Therefore, the director of an AMS-affiliated teacher education program may not concurrently serve as director of a non-AMS Montessori teacher education program.

5.6.2   COURSE LEVEL COORDINATOR QUALIFICATIONS

In the event a program director does not hold a credential at all course levels offered by the teacher education program, a level coordinator must be appointed. The level coordinator must have:

1. A bachelor's degree or its equivalent as defined in the director qualifications.
2. A recognized Montessori credential at the course level that the coordinator represents.
3. Evidence of 30 hours continuing professional development for the last three years.
4. Evidence of professional experience within the past five years, such as: letters of recommendation examples of curriculum development (lessons plans, power-point, outline, photographs), publications, professional presentations, etc.
5. Evidence of at least three years of teaching experience in a Montessori classroom with children or adolescents after receipt of Montessori credential, or at least three years of administrative experience in a Montessori school, for those with an AMS administrator credential.
6. Evidence of experience in teaching adults, educational administration, and curriculum development.
7. Current AMS membership.

5.6.3   INSTRUCTOR QUALIFICATIONS

AMS values a diversity of perspectives. Therefore, in order to be affiliated by AMS, AMS-affiliated teacher education programs must have:

    a. At least two instructors for core and foundational components for each course level. One instructor may not teach all of the core and foundational components.
    b. At least 50% of core and foundational instructional hours must be taught by an AMS credentialed instructor.
    c. See also specific standards under each course level in Section 6.

1. If the teacher education program is within the U.S. – A minimum of a bachelor's degree from a regionally accredited U.S. college/university or its equivalent is required for instructors.
    a. If the degree is from a non-U.S. regionally accredited college or university, a transcript must be submitted to a credential evaluation service (e.g., an evaluation service that is a member of NACES – the National Association of Credential Evaluation Services: www.naces.org) for equivalency evaluation. Accredited colleges and universities in the U.S. may also make such evaluations. If the evaluation determines that the non-U.S. transcript is equivalent to a bachelor's degree or higher in the U.S., this requirement has been met.
    b. If the teacher education program is outside the U.S. – The nationally recognized post-secondary educational standard applied in that country as documented in writing by the educational authority in that country.
    c. For Infant & Toddler and Early Childhood instructors only, a minimum of a secondary education diploma (high school diploma), plus an approved professional portfolio that documents educational achievement.

d. See further descriptions in Sections 6.1.3 (Infant and Toddler), 6.2.3 (Early Childhood), 6.3.3 (Elementary), 6.4.3 (Secondary I and II), 6.5.3 (Administrator), and 6.6.3 (Montessori Inclusion Endorsement)

2. For *core* curricular areas:
   a. A recognized Montessori credential at the level of instruction
   b. Three or more years of teaching experience in a Montessori classroom with children or adolescents following receipt of the credential at the level of instruction

3. For *foundational* curricular areas:
   a. A recognized Montessori credential at any level
   b. Three or more years of teaching experience at the level of the credential(s) in a Montessori classroom with children or adolescents following receipt of the credential(s)

4. For *other* curricular areas:
   - Documented evidence of experience in the course subject

5. For Montessori core and foundational curriculum instructors: current AMS membership

6. Competence in those areas of curriculum for which they are responsible

7. Evidence of 30 hours of continuing professional development in the past three years (required for both U.S. and international instructors)

8. Teaching experience with adults

9. The person designated as the qualified instructor of a course subject must be the person actually teaching the subject.

10. Guest Lecturer(s):
    a. Guest lecturers are instructors with specialized expertise in the course subject as evidenced by a resume, specialized education and experience, and two letters of professional reference.
    b. The director and/or level coordinator is responsible for ensuring the content taught by the guest lecturer is aligned with the MACTE competencies, AMS standards and Montessori philosophy.
    c. No more than 50% of the total contact hours for any course component may be presented by a guest lecturer
    d. Course components designated as "Other" may be presented by guest lecturers without limitation.

5.6.4   FIELD CONSULTANT QUALIFICATIONS
Also see specific standards under each course level in Section 6.

1. If the teacher education program is within the U.S. – A minimum of a bachelor's degree from a regionally accredited U.S. college/university, or its equivalent.
   a. If the degree is from a non-U.S. regionally accredited college or university, a transcript must be submitted to a U.S. credentialing agency (e.g., a credentialing agency that is a member of NACES – the National Association of Credential

Evaluation Services- www.naces.org) for credit equivalency evaluation. Accredited colleges and universities in the U.S. may also make such evaluations. If the evaluation determines that the non-U.S. transcript is equivalent to a bachelor's degree or higher in the U.S., this requirement has been met.

b. <u>If the teacher education program is outside the U.S</u>. – The nationally recognized post-secondary educational standard applied in that country as documented in writing by the educational authority in that country.

c. For <u>Infant & Toddler and Early Childhood field consultants only</u>, a minimum of a secondary education diploma (high school diploma), plus a professional portfolio that documents educational achievement.

d. See further description in Section 6.

2. A recognized Montessori credential at the level of supervision
3. Evidence of continuing professional development
4. Three years of Montessori teaching experience at the level being observed following receipt of a Montessori credential at that level
5. Current AMS membership

5.6.5   ADDITIONAL LOCATION ON-SITE COORDINATOR QUALIFICATIONS

Additional locations require an on-site coordinator who must be on-site for the duration of the academic phase. The on-site coordinator must have:

1. A recognized Montessori credential
2. Evidence of 30 hours of continuing professional development every three years
3. Evidence of professional experience within the past 5 years, such as: letters of recommendation examples of curriculum development (lessons plans, power-point, outline, photographs), publications, professional presentations, etc.
4. Evidence of experience in teaching, educational administration, and curriculum development
5. Current AMS membership

5.6.6 PERSONNEL QUALIFICATIONS – SUMMARY CHART

	DIRECTOR	LEVEL COORDINATOR	INSTRUCTOR CORE	INSTRUCTOR FOUNDATIONAL	INSTRUCTOR OTHER	GUEST LECTURER	FIELD CONSULTANT	ADDITIONAL LOCATION ON-SITE COORDINATOR
College Degree	**Bachelor's degree** or higher from a regional accredited U.S. college/university or its equivalent*	**Bachelor's degree** from a regional accredited U.S. college/university or its equivalent*	**Bachelor's degree** from a regional accredited U.S. college/university or its equivalent*	**Bachelor's degree** from a regional accredited U.S. college/university or its equivalent*			**Bachelor's degree** from a regional accredited U.S. college/university or its equivalent*	
Montessori Credential	**Recognized Montessori Credential** at the level offered by the TEP	**Recognized Montessori Credential** at the level that the coordinator represents	**Recognized Montessori Credential** at the level of instruction	**Recognized Montessori Credential** at any level			**Recognized Montessori Credential** at the level of supervision	**Recognized Montessori Credential** at the level the coordinator represents
Professional Development	**30 hours** of continuing professional development for the last three years	**30 hours** of continuing professional development for the last three years	**30 hours** of continuing professional development for the last three years	**30 hours** of continuing professional development for the last three years	**30 hours** of continuing professional development for the last three years		**30 hours** of continuing professional development for the last three years	**30 hours** of continuing professional development for the last three years
Professional Experience	Evidence of professional experience within the **past 5 years**	Evidence of professional experience within the past 5 years			Documented evidence of competence experience in the subject taught	Evidence of specialized expertise and experience. Two letters of professional reference		Evidence of professional experience within the past 5 years
Teaching Experience	Evidence of at least **three years** of experience in a Montessori classroom after receiving the credential Three years of administration experience for Administration Credential	Evidence of at least **three years** of experience in a Montessori classroom after receiving the credential at the level the coordinator represents	Evidence of at least **three years** of experience in a Montessori classroom after receiving the credential at the level of instruction	Evidence of at least **three years** of experience in a Montessori classroom after receiving the credential at the level of credential			Evidence of at least **three years** of experience in a Montessori classroom after receiving the credential at the level of supervision	
Evidence of teaching Adults	Evidence of experience in teaching adults, educational administration, and curriculum development	Evidence of experience in teaching adults, educational administration, and curriculum development	Teaching experience with adults	Teaching experience with adults	Teaching experience with adults			Evidence of competency in teaching adults, educational administration, and curriculum development
AMS Membership	Current **AMS Membership**	Current **AMS Membership**	Current **AMS Membership**	Current **AMS Membership**			Current **AMS Membership**	Current **AMS Membership**
Portfolio Additional Requirements	Must appoint a qualified interim director if absent for 30+ days May not concurrently serve as director of a non-AMS Montessori TEP Available to the Adult Learners at least once a		At least 2 core instructors are required 50% of instruction must be taught by and AMS instructor	At least 2 foundational instructors are required		Can present up to 50% of one core or foundational component per course level No limitations on other components		

	month during Practicum Phase							

5.6.7 PORTFOLIO DOCUMENTATION OF QUALIFICATION
FOR INSTRUCTORS WITHOUT THE EQUIVALENT OF A BACHELOR'S DEGREE

For AMS-affiliated teacher education programs, the portfolio documentation requirements apply only to the **Infant and Toddler** and **Early Childhood** instructors and field consultants who do not have a minimum of a bachelor's degree from a regionally accredited U.S. college/university or its equivalent. The Professional Portfolio is to be submitted with the Self-Study Documentation for Initial and Renewal of accreditation and affiliation to both MACTE and AMS. A collaborative group from both MACTE and AMS will review the Portfolio(s) using a rubric for assessment.

Each professional portfolio must contain each of the following items. The written narrative for items 1, 2, and 3 combined should not exceed at a total of 1,200 words. Additional items will be considered:

1. Present your philosophy of education.
2. Describe how your skills, teaching, and life experiences have contributed to your teacher education program position/responsibilities and your own professional growth.
3. Present a personal statement on how your professional experiences, career goals, and beliefs in Montessori education will inspire future Montessori teachers.
4. Provide the following documentation/evidence:
   a. Current resume that includes formal education/training
   b. Credentials/certificates/licenses
   c. Employment history
   d. Affiliations/memberships
   e. Professional development for the last 3 years
   f. Community service
   g. Awards and honors
   h. Three letters of support/recommendation dated within 12 months (one from a peer professional, one from an adult learner, and one other)

5.6.8   DIRECTORS AND INSTRUCTORS WITHOUT AMS RECOGNIZED CREDENTIALS

For directors and instructors without an AMS recognized credential, in addition to the documentation required in the professional portfolio above, the following additional documentation is required:

1. Academic transcript of university degree
2. Evidence of a practicum, to include the length and structure of the practicum
3. Montessori professional development in the last three years (attendance at TES meetings etc.)

4. Professional achievements (publications, workshops, lectures, etc.)

In addition, Portfolios for directors only should include the following:
1. A written statement describing (maximum of 400 words) how you will demonstrate your commitment and involvement to AMS through membership and leadership
2. The *AMS Program Director Reference Form* completed by an AMS peer/colleague with knowledge of the candidate's leadership experience
3. A signed statement verifying that the candidate will read the *AMS Handbook for Teacher Education Program Affiliation*

5.7   STANDARDS AND RESPONSIBILITIES FOR THE TEP MAIN SITE
If the training center's main site is housed in, associated with, or sponsored by a school:

1. AMS School Membership: The school must be an AMS-accredited or full member school on the AMS Pathway of Continuous School Improvement *Level 6.*
http://amshq.org/School-Resources/Pathway-of-Continuous-School-Improvement/Steps-on-the-AMS-Pathway-of-Continuous-School-Improvement
2. Non-discrimination policy: The main site must have policies of non-discrimination for students and staff *that cover age, gender, nationality, ethnicity, gender identification, etc.*
3. Licensing: The main site must meet all state and local regulations.
4. School Policies: All school policies must be in alignment with Montessori philosophy. (Discipline, deportment, etc.)
5. Age Range of Classes: The classrooms at the main site must reflect the AMS age range of classes for each course level taught. See Section 6 for more information.
    a. Environments for children under the age of 3 years may be grouped in varying multi-age configurations as determined by state and local regulations
    b. Early Childhood and Elementary classrooms must have the full 3 year age grouping.
    c. Secondary classrooms have various structures of multi-age groupings within the same plane of development in classrooms for lessons and activities.
6. The school must incorporate all 5 core components of Montessori Education
http://amshq.org/Montessori-Education/Introduction-to-Montessori/Core-Components-of-Montessori-Education

If the training center's main site is housed in a facility other than a school:

A demonstration classroom-like setting that includes a full range of materials for each course level using the AMS list of suggested materials. If a complete classroom-like setting is not available, an alternative plan for the adult learner to experience a fully implemented classroom must be provided during the academic phase and prior to the start of the practicum phase.

1. For Infant &Toddler environments, the furnishings and activities should be laid out as appropriate for both Infant and Toddler environments

2. For Early Childhood and Elementary classrooms, the materials would be laid out in a carefully designed sequence typical of the Montessori classroom
3. In Secondary classrooms, materials are organized and neatly stored in closets and cupboards

All teacher education program main site schools and classroom environments should have:

1. Appropriately-proportioned furniture for both its students and for adult learners
2. Appropriately-proportioned restroom facilities for both its students and for adult learners
3. A full range of materials for each age range on-site, using the AMS list of suggested materials for that level
4. If housed in a school, the uninterrupted work cycle appropriate to the age level is in practice
5. **Technology appropriate for adult learners to use during the course is recommended**

Waiver clause: When a currently AMS-affiliated teacher education program's main site is housed in, associated with, or sponsored by a school which is **not** AMS-accredited or on the *AMS Pathway of Continuous School Improvement* on Step 6, the TEP director is required to prepare and submit a written plan by June 1, 2019, with a timeline for bringing the school into compliance, or to present evidence that state or local regulations do not allow the needed changes. This written plan must be sent to the AMS office of teacher education to receive the limited waiver. Waivers are valid until the date when the next application is submitted by the program for renewal of AMS affiliation, a maximum of seven years. Waivers are not renewable.

5.8   STANDARDS AND RESPONSIBILITIES FOR THE PRACTICUM SITE

An adult learner must begin the practicum phase within two years of the end of the academic phase.

1. **AMS Membership:**
   It is recommended that the practicum site is an AMS member school. Programs report practicum sites annually to AMS using the AMS Adult Learner Registration and Practicum Report Form.
2. **Non-Discrimination Policy:**
   The site must have a written non-discrimination policy for both children/adolescents and staff.
3. **Licensing**:
   The site must meet all applicable local, state, and federal regulations.
4. **School Policies**:
   The site must communicate to the adult learner and the teacher education program, in writing, its administrative policies and standards relating to the adult learner.

5. **Job Description/Contract**:
   The site must provide a job description and a contract of agreement acceptable to the site, the adult learner, and the teacher education program. This job description or agreement should include the nature and type of remuneration given the adult learner, if any.
6. **Cooperation with the Teacher Education Program:**
   The site must agree to cooperate with the teacher education program in all matters relating to the practicum.
7. **Job Responsibilities:**
   Adult learners in their practicum phase cannot be asked to provide service to the school other than that which would be found as the responsibility listed in the job description of any teacher/administrator during their practicum hours (i.e. janitorial services, before or after day care services, etc.). Adult learners may provide additional services outside their practicum hours if agreed upon by both parties.
8. **Age Range of Class: see further information on the AMS age range of classes under each course level in Section 6**
   Infant and Toddler: The environment should contain children from birth to three years of age (dependent upon the model selected).
   Early Childhood: The class should contain children in the full 2 ½ through 6 age span.
   Elementary I, I-II, & II: The class should contain children in the full age span for which the adult learner will be credentialed (6 through 9, 9 through 12, or 6 through 12), except in the case of a beginning class, which may contain an age span of less than three years.
   Secondary I & I-II: The class should contain students covering an age and grade level range of at least two years within the course level for which the adult learner will be credentialed (12 through 14/15 and/or 14/15 through 18 years of age).
   Administrator: The school community has at least one Montessori class with an appropriate age range of children and complete complement of Montessori materials.
9. **Classroom Environment:**
   To ensure that the adult learner is able to implement the Montessori curriculum, the environment must be designed and equipped to meet the developmental needs of the children or adolescents served. The classroom must include appropriately-sized furnishings and a full array of recommended Montessori materials for the age range of the class, arranged on open shelves accessible to all children or adolescents. See the *AMS Suggested Materials Lists* for schools on the AMS website.
10. **Supervision:**
    Supervision of adult learners is provided by the supervising teacher and a field consultant or, in the case of a self-directed practicum, through the field consultant and/or mentor. For a self-directed practicum, a minimum of three on-site consultation visits by a field consultant plus additional support that is documented on the *AMS Credential Recommendation Form* is required.

    a. For all course levels (with the exception of the Administrator course), supervision must be provided according to one of two options:
        1. In the classroom with an approved supervising teacher
        2. In a self-directed classroom with regular supervision by a qualified and approved field consultant
    b. For the Administrator course, supervision must be provided through a field consultant with administrative experience.

5.9 STANDARDS AND RESPONSIBILITIES FOR FIELD CONSULTANTS

1. Observe the adult learner's class a minimum of three times during the year and provide a written report of each observation. To best support the growth of the adult learner, the consultations/evaluation visits must be spread throughout the practicum phase.
2. Each visit must include a minimum of two hours to observe the adult learner's progress in the classroom. Additional time should be scheduled to include communication with the adult learner, supervising teacher, and if appropriate, the head of school.
3. One of the three required visits for a practicum may be conducted by video or video conferencing at the director's discretion. Ideally, the first and last visits should be conducted in person. Visits beyond the required minimum three visits may also be conducted by video or video conferencing at the director's discretion
4. The field consultant may not be the adult learner's supervising teacher.
5. One or more individuals may serve as the field consultant for all or a group of adult learners with the exception that the field consultant cannot be the adult learner's supervising teacher or employed by the school if the adult learner is sponsored by the school.

5.10 STANDARDS AND RESPONSIBILITIES FOR THE SUPERVISING TEACHER

1. **Credentials:**
The supervising teacher must hold a recognized Montessori credential at the age level of the class at the level of supervision. The supervising teacher cannot be the adult learner's field consultant.
2. **Teaching Experience:**
The supervising teacher must be in at least the second year of teaching at the level of instruction after receipt of the Montessori credential.
3. **Approval:**
The director of the teacher education program must approve the supervising teacher.
4. **Adult Learner Experiences:**
The supervising teacher is responsible for providing experiences relating to the following areas:
    a. Preparation and Management: indoor and outdoor prepared environments
    b. Observation and Recording: observing, responding/planning, assessing, and maintaining records

c. Interaction: relations among parents, staff, and children
d. Instruction: designing developmentally appropriate activities that meet the tenets of Montessori philosophy, including spontaneous and planned individual and group presentations
e. Management: individual and group strategies
f. Parent/Community Involvement: family support and community services; parent education, interviews, conferences, and meetings; open house
g. Staff Involvement: participation in meetings, establishing team compatibility and problem-solving techniques
h. Participation in curriculum planning meetings, where appropriate
i. Participation in team meetings regarding special education (IEP, ISP, etc.)

5. **Meetings:**
The supervising teacher must schedule regular review and coaching sessions with the adult learner at least once per month to assess progress in the above areas.

6. **Assessment:**
The supervising teacher must complete assessments and submit all evaluation forms requested by the teacher education program at the designated times.

7. **Communication:**
The supervising teacher has the responsibility to communicate fully and honestly regarding the performance of the adult learner.

8. **Attendance:**
The supervising teacher must be in the adult learner's classroom full time.

9. **Number of Adult Learners Assigned:**
A supervising teacher cannot have more than two adult learners per classroom.

5.11 STANDARDS AND RESPONSIBILITIES FOR THE ADULT LEARNER

1. **Knowledge of Program Policies and Requirements:**
The adult learner is responsible for awareness of all policies and requirements of the teacher education program. Adult learners are required to sign an acknowledgment of receipt of those policies and requirements and their responsibility for following them. This acknowledgement is kept in the adult learner's file.

2. **Practicum Site Agreement:**
The adult learner must fulfill all duties and obligations listed in the agreement with the practicum site.

3. **Communication:**
It is the responsibility of the adult learner to notify the program director if opportunities for learning in the specified areas are not being provided at the practicum site.

4. **Rights:**
It is the right of the adult learner to initiate grievance/problem-solving procedures with the program and AMS in situations that warrant it.

5. **Completion of Course Requirements:**
The adult learner must fulfill all course requirements, including, but not limited to:

a. Academic assignments and requirements, such as attendance, projects, and teacher resource books
b. Practicum assignments and requirements, such as seminars, observations, and practice teaching

The adult learner will dress and act in a professional manner throughout the academic and practicum term

a. Financial obligations to the program, AMS, and MACTE
b. Final Evaluations: The adult learner must satisfactorily complete all assignments, including practical and written examinations and other methods for assessing competencies.

6. **Time Limit:**

Adult learners are expected to complete all course requirements, including academic, practicum, and financial requirements, within a three-year time period following the program's official end of the academic phase in which the adult learner was initially enrolled. This period can be extended with the approval of the program director for adult learners in good standing.

a. The teacher education program is responsible for developing and publishing its policy and procedures for adult learner completion, including circumstances and requirements for continuation beyond the published AMS completion time limit. If continuation is possible, the requirements, time limits and fees must be clearly stated.
b. The practicum must begin within two years of the end of the academic phase.
c. If the adult learner extends their coursework beyond the three years following the end of the academic phase, they must maintain membership in AMS. All adult learners must be current AMS members in order to be recommended for an AMS credential.

6.0 AMS STANDARDS BY COURSE LEVEL

6.1   AMS INFANT AND TODDLER COURSE STANDARDS

6.1.1   AMS PHILOSOPHY AND GOALS: INFANT AND TODDLER PROGRAMS

Montessori environments for infants and toddlers serve children **from birth to age 3 years.** According to Montessori, the prenatal to age three child is in the period of the unconscious absorbent mind. During this critical and foundational period of development, the child takes in everything in their environment. The work of the adult is to assist this time of infancy, to serve the periphery, and to aid the full development of life.

Generally, Montessori offers Parent/Infant Classes, Infant Communities from birth through 18 months (often called a Nido), and Toddler Communities from 18 months to 3 years.

These environments are characterized by order, simplicity, and aesthetics in order to meet the needs of the spiritual embryo, sensitive periods, and human tendencies.

The infant environment is safe, healthy, and stimulating. The focus is on fostering basic trust in children. Foremost in the environment is the adult whose caring, respectful response to the infant's needs (including physical, psychological, emotional, social, and spiritual) conveys the message of unconditional love and acceptance. With this trust and acceptance, children are free to construct themselves within a community through exploration of the environment.

The adult assists each child's unique pattern of natural development through keen observation of the child's sensitive periods for language, movement, and order. The adult also follows and respects the child's evolving need to become independent. A prepared environment is essential. Attention must be given to the ambiance, natural light, beautiful and simple furnishings, and materials appropriate to the developmental stages of the children. Functionality must also be taken into account, including the size, number, and purpose of materials. In addition, careful thought must be given to sleeping, eating, and toileting areas indoors, and moving, climbing, and gardening outdoors.

At all ages, safety must be ensured in order to allow for freedom of movement, exploration, and cognitive and motor development through interaction with the environment. Increased ability in the toddler, as well as an intense need to develop independence, requires an environment that encourages the transition by the child from the state of infancy. At the same time, the avenue for retreat and reassurance must be constantly available.

Adults in the toddler community work in conjunction with the adults in the early childhood or primary classrooms, the parents/families, and the administration to ensure timely and smooth transitions to the next environment. Allowing a child to visit and/or spend partial time in the early childhood classroom can be a benefit. In addition, having children from the early childhood classrooms visit the toddler community also helps children with their changing needs during a

time of transition.

The role of the parent remains paramount in both the infant and the toddler communities. Providing parent/infant classes underscores the importance of the family/school connection and begins the vital relationship that will only continue to deepen as the children grow and the adults learn from them as well as from each other. The goal of this collaborative relationship during this formative period of the child's life is the development of a healthy personality and the fulfillment of human potential.

6.1.2   ADMISSION/CREDENTIAL REQUIREMENTS – INFANT AND TODDLER COURSE
For more information on admission and credential requirements, see Sections 2 and 5.

The candidate for the **AMS Infant & Toddler credential** holds a minimum of:
1. A bachelor's degree from a regionally accredited U.S. college/university or its equivalent.
2. A recognized Montessori Early Childhood credential, or alternatively, participation in the overview course
3. **OVERVIEW COURSE DESCRIPTION – Min. 24 contact hours:**
The alternative for an Early Childhood credential is defined as a course of study of at least 24 contact hours in addition to the minimum required academic hours for the Infant and Toddler credential, which includes the following:
    a. Montessori philosophy of the 2 ½ through 6 age range
    b. Montessori rationale and basic methodology for the materials in the curriculum areas of Practical Life, Sensorial, Mathematics, and Language
    c. Up to 100% of the required overview course may be delivered online.
    d. The overview course hours do not count as part of the total academic contact hours required for the course.
4. For adult learners whose post-secondary studies are outside of the U.S: An AMS Infant & Toddler credential may be awarded to adult learners who hold a minimum of a bachelor's degree or higher from a non-U.S. college/university that is determined ***not to be equivalent*** to a bachelor's degree from a regionally accredited U.S. college/university by a recognized credential evaluation service or a regionally accredited college/university, while still meeting the nationally recognized post-secondary educational standard in the state, province, or country of issuance. *The degree and country in which the degree was awarded are indicated on the credential.* To qualify, the degree's regular program length must include a minimum of three years of study – degree programs of less than three years qualify the credential candidate for an Associate Infant & Toddler credential.

The Associate Infant & Toddler Credential
1. An AMS Associate Infant & Toddler credential is awarded to an adult learner with a minimum of a secondary level state approved/recognized (high school) diploma, a GED or the international equivalent, but who has not earned a bachelor's degree from a regionally accredited U.S. college/university or its equivalent as determined by a

recognized credential evaluation service. Candidates for an AMS Associate Infant & Toddler credential must complete all requirements for the program in which they are enrolled. Upon completion, they should only represent themselves as holding an AMS Associate Infant & Toddler credential.

2. Applicants for the AMS Infant & Toddler course who do not have a U.S. bachelor's degree or its equivalent are required to sign a statement verifying that they understand that some locations or schools may not accept an Associate credential as the qualification for full teaching responsibility.

3. Holders of the AMS Associate Infant & Toddler credential are strongly encouraged to obtain their bachelor's degree within seven years of credentialing.

4. Teachers with an Associate Infant & Toddler credential are eligible for an upgrade to an AMS Infant & Toddler credential upon completing the bachelor's degree requirement. An official transcript documenting this completion, and the appropriate form and upgrade fee must be sent to the AMS office of teacher education by the individual receiving the degree. To upgrade a credential, the individual must be a current AMS member.

6.1.3   FACULTY QUALIFICATIONS – INFANT AND TODDLER COURSE

1. **Director**

   In addition to the director qualifications outlined in Section 5, the director of a teacher education program with an Infant & Toddler course must have:

   a. An AMS recognized Montessori Infant & Toddler credential.

   b. Completed a full teaching practicum of at least 400 hours in a Montessori classroom environment with children of this age group.

   c. If the TEP director does not hold an Infant & Toddler credential, a qualified coordinator(s) with a recognized Montessori Infant & Toddler credential must be appointed by the program. See course level coordinator qualifications in Section 5.

2. **Instructors**

   In addition to instructor qualifications outlined in Section 5, instructors in an Infant and Toddler course must have the following:

   a. A minimum of a bachelor's degree from a regionally accredited U.S. college or university. For Infant & Toddler and Early Childhood instructors only, AMS and MACTE will accept a minimum of a high school diploma, plus an approved professional portfolio that documents additional educational achievement (Portfolio requirements are found in Section 5.6.7)

   b. At least three years' experience in an Infant and Toddler Montessori classroom with children birth to three years of age, after the receipt of the Infant & Toddler credential.

   c. See Instructor Qualifications in Section 5. Portfolio requirements are found in Section 5.6.7.

3. **Supervising Teachers**

   See Standards and Responsibilities for the Supervising Teacher in Section 5.

4. **Field Consultants**

   See Field Consultant Qualifications in Section 5.

6.1.4 ACADEMIC CONTACT HOURS – INFANT AND TODDLER COURSE

AMS Infant and Toddler teacher education courses will offer an academic phase of <u>at least **210 contact hours**</u>.

Course Delivery and Online Learning (Distance Education)
1. A minimum of 142 hours must be presented in-residence. Hours in excess of the 210-hour minimum or the individual course level minimums may be in residence or delivered online
2. Up to 100% of the content of the following course components may be delivered online: Montessori Philosophy, Observation, Child Development
3. No more than 20% of the content of the following course components may be delivered online: Pedagogy; Environmental Design; Child, Family and Community; Personal Growth and Development; Program Leadership

6.1.5 COURSE COMPONENT DESCRIPTIONS – INFANT AND TODDLER COURSE

1. _Core_ course components: Montessori Philosophy; Pedagogy; Environmental Design; Child, Family, and Community
2. _Foundational_ course components: Observation, Personal Growth and Development, Program Leadership
3. _Other_ course components: Child Development

Infant and Toddler curriculum components should reflect the belief that each child is respected as unique and that appropriate methods are based on patient, long-term observation. The desired approach of providing opportunities for children to experiment, explore, play, and absorb in order to develop at their own unique pace and according to their own inner law is seen as different from adult domination over the child's activities or pseudo-stimulation of infants and toddlers. The Montessori approach is one of deeply respectful responsiveness to the child in the work of self-construction. In developing the curriculum, terms such as "child's environment" should replace "classrooms"; "interactions" or "activities" should replace "lessons"; "adults", "care givers", "nurturers", or "directresses" should be used rather than "teachers".

<u>NOTE</u>: The following course component titles and contents must be used throughout the self-study including the syllabus, personnel charts, and the _Curriculum Sequence Summary Chart._

6.1.5.1 Montessori Philosophy _(Core)_ – Min. 24 hours
1. Overview of Montessori's principles and ideas
2. Montessori's view of the child and the place of children in society

3. Emphasis on Montessori's concept of the child from birth to three
2. Scientific analysis of how to nurture and assist the unfolding of the human personality
3. Positive communication with emphasis on personal development of the adult based on Montessori's view of the child
4. Multisensory exploration of the environment, and absorption of the wonder of the universe

6.1.5.2 Pedagogy *(Core)* – Min. 21 hours
1. Care of physical and psychological needs
2. Daily routines as curriculum
3. Strategies for assistance
2. Interactional techniques with children
3. Developmental assessment and record keeping

6.1.5.3 Environmental Design *(Core)* – Min. 30 hours
(Birth to 18 months: 10-16 hours; 18 months to 3 years: 10-16 hours)
1. Aesthetics
2. Ages and age groupings
3. Numbers and ratios
4. Meeting needs of sensitive periods: Language, Movement, Development of the Senses, Independence, Order, etc. through:
   a. Activities
   b. Space
c. Materials
5. Safety
6. Legislation

6.1.5.4 Child, Family, and Community *(Core)* – Min. 15 hours
This component is especially important when dealing with programs for very young children and their parents in order to develop mutual cooperation and support. Content includes:
1. Understanding the psychology of parenthood
2. Translating to the home (child-rearing practices)
3. Locating resources (community, professional)
4. Teacher-parent conferencing (dialogue skills)
5. Parent involvement
6. Parent education
7. Health and nutrition

6.1.5.5 Observation *(Foundational)* – Min. 15 hours
This includes lecture on the techniques of observations (minimum of three hours) and documented program staff-supervised observations (up to 12 hours), some of which may

be done during the practicum phase. Documented observations must represent a balance of infants and toddlers. It is suggested that academic content of observation precede the practicum phase.

6.1.5.6 Personal Growth and Development *(Foundational)* – Min. 15 hours
1. Professionalism
2. Introspection
3. The continued spiritual growth of the adult
4. Ethical behavior

6.1.5.7 Program Leadership *(Foundational)* – Min. 15 hours
1. Preparation of the environment
2. Scheduling for the staff as well as the schedule for the child's day
3. Evaluation of children
4. Techniques for discipline, communication, and problem-solving
5. Human needs and requirements (children, families and staff) specific to a full day or extended day program
6. Multi-culture and diversity in all forms
7. Understanding issues related to school administration, professional relationships and best practices

6.1.5.8 Child Development: Prenatal to 3 Years *(Other)* – Min. 45 hours
(Prenatal-18 months: 15-30 hours; 18 months-3 years: 15-30 hours)

In addition to Maria Montessori's ideas, the study of child development should include major contemporary theorists. Prenatal development and childbirth should be examined. This component will consider the following aspects of development of the young child:
1. Social
2. Emotional/psychological
3. Cognitive
4. Physiological (physical, neurological, nutritional)
5. Spiritual

6.1.5.9 Infant and Toddler Practicum Teaching – Min. 540 hours of instructional class time

6.1.5.10 Practicum Seminars
A minimum of 16 academic contact hours is required to occur during the practicum phase, if the academic phase is held primarily in the summer.

6.1.5.11 Practicum Observation
A minimum of four observations is required of the individual adult learner.
1. Documented observation of children from birth to age 3 (may be through community

programs, Montessori programs, clinical settings, in-home, etc.)

2. One observation must be at toddler level and one at infant level. The other two observations may be assigned by the course

6.1.6 PRACTICUM MODELS AND TIME PERIODS – INFANT AND TODDLER COURSE

Length of Practicum – Min. of 540 hours with infants and/or toddlers, with the adult learner working at the practicum site over a nine-month period.

Alternative scheduling is possible. When an alternate schedule for the practicum experience is utilized, the director must explain the alternative model in the next TEP annual report.

There are three practicum models, which are outlined below. The course director and the practicum supervisor have the responsibility of determining the appropriate model selection for the adult learner. Over the course of the practicum, the adult learner is required to follow the development of the children in the assigned class and establish relationships with the children. The adult learner must present activities/materials and participate in the various aspects of planning, record keeping, classroom management, and parent communication.

Age Span of Children

The practicum experience should include children in the full age span for the level at which the adult learner is completing the practicum. The Infant class should contain children in the full span of ages birth to 18 months. The Toddler class should contain children in the full span of ages 18 months to 3 years.

AMS recognizes that in some situations there may be environments that do not have the full Infant or Toddler age range. Therefore, it is the responsibility of the TEP director to outline a plan in the adult learner's file and to document how the adult learner receives experience in the full birth to 18 months and/or 18 months to 3 age range.

Materials and Equipment in the Infant and Toddler Environments

The space must be equipped with the full complement of materials and activities appropriate to the ages and needs of the children. (See materials lists referenced in Appendix C).

Practicum Model 1: Infant Concentration (Birth to 18 Months)

The Model 1 practicum provides a period of concentration for the adult learner whose primary interest is the care and development of infants. This model requires the adult learner to participate in all facets of infant care and development, as well as parent education and administrative procedures, for a minimum of 540 hours completed over a nine-month period in a Montessori infant environment.

Practicum Model 2: Toddler Concentration (18 Months to 3 Years)

The Model 2 practicum provides a period of concentration for the adult learner whose primary interest is the care and development of toddlers. The adult learner is required to work for a minimum of 540 hours over a nine-month period in a Montessori toddler

environment.

Practicum Model 3: Infant and Toddler (Birth to 3 Years)

The Model 3 practicum provides a period of concentration for the adult learner whose primary interest is the care and development of Infants and toddlers. The adult learner is required to work for a minimum of 540 hours over a nine-month period in an environment that includes both infants and toddlers.

For each model listed above, a minimum of three on-site consultation/evaluation visits by a qualified field consultant is required.

For self-directed models, a minimum of three on-site consultation/evaluation visits by a qualified field consultant plus additional support that is documented on the *AMS Credential Recommendation Form* is required. Additional support must include one or more of the following: extra visits, a local mentor teacher, monthly phone or e-mail contact, or other support designed by the director.

To best support the growth of the adult learner, the consultations/evaluation visits must be spread throughout the practicum phase.

Entry into the Infant and Toddler Practicum
No part of the practicum may precede the beginning of the academic phase of the course. Since the purpose of the practicum is to offer the adult learner the opportunity for practice with the information and insights acquired during academic phase, **at least 90% of the academic contact hours for the level (not including assessment) must be completed *prior to the end* of the practicum experience.**

6.1.7   AMS COMPETENCIES – INFANT AND TODDLER COURSE

AMS has adopted the MACTE Competencies for the Infant and Toddler specialist. See the most current *MACTE Guide to Accreditation*.

Summary Chart **AMS-affiliated INFANT AND TODDLER COURSE** **Minimum Hours for Components**	Minimum contact hours
Prerequisite: Montessori Early Childhood Overview Course (24 hours) - Required for adult learners who do not hold a Montessori Early Childhood credential - Overview hours are additional to credential course minimum hours below	(24)
6.1.5.1 Montessori Philosophy (Core)	24
6.1.5.2 Pedagogy (Core)	21
6.1.5.3 Environmental Design (Core)	30
6.1.5.4 Child, Family, and Community (Core)	15
6.1.5.5 Observation (Foundational)	15
6.1.5.6 Personal Growth and Development (Foundational)	15
6.1.5.7 Program Leadership (Foundational)	15
6.1.5.8 Child Development: Prenatal to 3 Years (Other)	45
Total minimum hours allocated to components above	180
TOTAL Minimum Academic Hours required	**210**
Total allocated hours as a percent of Total Minimum Hours	86%
6.1.6 INFANT & TODDLER PRACTICUM Models: 1.Infant 2.Toddler 3. Infant and Toddler	**540**

6.2   AMS EARLY CHILDHOOD COURSE STANDARDS

6.2.1   AMS PHILOSOPHY AND GOALS: THE EARLY CHILDHOOD ENVIRONMENT

A Montessori Early Childhood environment is described as a setting for children **ages 2½ through 6 years**. The environment reflects these characteristics:

1. Curriculum materials are organized into logical groupings (e.g., by curriculum area or function).
2. Within each grouping there is a logical arrangement of the materials (e.g., by level of difficulty or sequence of skill and concept development).
3. Furnishings are of appropriate size for the children.
4. The arrangement of furnishings offers a variety of activity spaces (e.g., individual or group, floor or table, noisy or quiet, active or sedentary).
5. Activity spaces and procedures are organized to avoid conflict of interest (e.g., a noise-generating activity is far away or isolated from a quiet activity area).
6. There is provision for display of visual stimuli and children's work products.
7. Each activity or exercise is organized to provide purpose, procedure, closure, and opportunity for child success.
8. The environment includes/offers materials and activities which encourage the full

development of each child's potential. Areas include:

    a. Concentration, the ability to maintain a sustained focus

    b. Observation skills

    c. Large and small muscle coordination

    d. The acquisition of practical skills relevant to care of self and environment

    e. Perceptual awareness and discrimination – in all sensory domains

    f. Concepts basic to the understanding of quantitative relationships (e.g., one-to-one correspondence, seriation, the ability to recognize and identify the attributes of objects, class inclusion, equivalence, number, numeration, place value, arithmetical operations)

    g. Experiences basic to participating in multiple language communities, including experiences in listening, talking, writing, reading, and thinking

    h. Experience in self-expression through the visual arts, music, movement, and drama

    i. Experiences leading to an understanding of nature and the physical universe

    j. Experiences leading to an understanding of the social sciences

    k. Experiences with critical thinking skills and problem-solving techniques: questioning, experimentation, and hypothesis development

9. The particular materials/activities selected are appropriate to the developmental period, abilities, and special needs of the children who use the environment.

The environment reflects the influence of these adult behaviors:

1. Preparation of a clean, orderly environment
2. Demonstration and encouragement of care and precision in movement, and the organization and use of materials and equipment
3. Encouragement of a child's selection of activity
4. Encouragement of a child's participation in maintaining the environment
5. Demonstration of strategies for use of materials
6. Acknowledgement of and provision for expression of a child's social needs
7. Acknowledgement of and responsiveness to a child's emotional needs
8. Acknowledgement of and responsiveness to a child's self-expression
9. Ongoing monitoring and overview of the environment (observation)
10. Communicating rules and procedures appropriate to the situation
11. Modeling and facilitating pro-social behavior
12. Modeling and facilitating positive techniques for conflict resolution
13. Modeling and facilitating egalitarian interaction
14. Providing effective leadership in group activities
15. Communicating and coordinating activities with team members

6.2.2   ADMISSION/CREDENTIAL REQUIREMENTS – EARLY CHILDHOOD COURSE
For more information on admission and credential requirements, review Sections 2 & 5.

The candidate for the **AMS Early Childhood credential** holds a minimum of:
1. A bachelor's degree from a regionally accredited U.S. college/university or its equivalent.
2. For adult learners whose post-secondary studies are outside of the U.S.: An AMS Early Childhood credential may be awarded to adult learners who hold a minimum of a bachelor's degree or higher from a non-U.S. college/university that is determined ***not to be equivalent*** to a bachelor's degree from a regionally accredited U.S. college/university by a recognized credential evaluation service or a regionally accredited college/university, while still meeting the nationally recognized post-secondary educational standard in the state, province, or country of issuance. *The degree and country in which the degree was awarded are indicated on the credential.* To qualify, the degree's regular program length must include a minimum of three years of study – degree programs of less than three years qualify the credential candidate for an Associate Early Childhood credential.

   The Associate Early Childhood Credential
   1. An AMS Associate Early Childhood credential is awarded to an adult learner with a minimum of a secondary level state approved/recognized (high school) diploma, GED, or the international equivalent, but who has not earned a bachelor's degree from a regionally accredited U.S. college/university or its equivalent as determined by a recognized credential evaluation service. Candidates for an AMS Associate Early Childhood credential must complete all requirements for the course in which they are enrolled. Upon completion, they should represent themselves only as holding an AMS Associate Early Childhood credential.
   2. Applicants for the AMS Early Childhood course who do not have a U.S. bachelor's degree or its equivalent are required to sign a statement verifying that they understand that some locations or schools may not accept an Associate credential as the qualification for full teaching responsibility.
   3. Holders of the AMS Associate Early Childhood credential are strongly encouraged to obtain their bachelor's degree within seven years of credentialing.
   4. Teachers with an Associate Early Childhood credential are eligible for upgrade to an AMS Early Childhood credential upon completing the bachelor's degree requirement. An official transcript documenting this completion and appropriate form and upgrade fee must be sent to the AMS office of teacher education by the individual receiving the degree. To upgrade a credential, the individual must be a current AMS member*.*

6.2.3   FACULTY QUALIFICATIONS – EARLY CHILDHOOD COURSE
   1. **Director**
   In addition to the director qualifications outlined in Section 5, the director of a teacher education program with an Early Childhood course must have:
      a.   A recognized Montessori Early Childhood credential.

b. Completed a full teaching practicum of at least 540 hours in a Montessori classroom environment with children of this age group.

c. If the program director does not hold an Early Childhood credential, a qualified course level coordinator(s) with a recognized Montessori Early Childhood credential must be appointed by the program. See level coordinator qualifications in Section 5.

2. **Instructors**

In addition to instructional qualifications outlined in Section 5, the instructor in an Early Childhood course must have:

a. A minimum of a bachelor's degree from a regionally accredited U.S. college or university or its equivalent. For Infant & Toddler and Early Childhood instructors only, AMS and MACTE will accept a minimum of a high school diploma, plus an approved professional portfolio that documents additional educational achievement (Portfolio requirements are found in Section 5.6.7).

b. At least three years teaching experience in an Early Childhood Montessori classroom with children 2½ through 6 years of age after the receipt of the Early Childhood credential.

c. See Instructor Qualifications in Section 5. Portfolio requirements are found in Section 5.6.7.

3. **Supervising Teachers**

See Standards and Responsibilities for the Supervising Teacher in Section 5

4. **Field Consultants**

See Field Consultant Qualifications in Section 5

6.2.4   ACADEMIC CONTACT HOURS – EARLY CHILDHOOD COURSE

AMS Early Childhood teacher education courses will offer an academic phase of at least **300 contact hours**.

Core subjects of Practical Life, Sensorial, Language, and Mathematics must have a minimum each of 32 hours. Minimum hours not specified in the next section will be distributed among the core components and other course components at the discretion of the director **to total a minimum of 300 contact hours**.

Course Delivery and Online Learning (Distance Education)
1. A minimum of 200 hours must be presented in-residence. Hours in excess of the 300 hour minimum or the individual course level minimums may be in-residence or delivered online
2. Up to 100% of the content of the following course components may be delivered online: Classroom Leadership, Montessori Philosophy/Theory, Observation, Child Development, Parent Involvement/Education

3. No more than 20% of the content of the following course components may be delivered online: Practical Life, Sensorial, Language, Mathematics, Physical and Life Science, Social Studies, Art, Music, Movement

6.2.5   COURSE COMPONENT DESCRIPTIONS – Early Childhood Course
1. *Core* course components: Practical Life, Sensorial, Language, Mathematics, Physical and Life Science, Social Studies, Classroom Leadership
2. *Foundational* course components: Montessori Philosophy/Theory, Observation
3. *Other* course components: Child Development, Art, Music, Movement, Parent Involvement/ Education

NOTE: The following course component titles and contents must be used throughout the self-study including the syllabus, personnel charts, and the *Curriculum Sequence Summary Chart*.

6.2.5.1 Practical Life/Everyday Living Curriculum *(Core)* – Min. 32 hours
1. Philosophy and rationale
2. Ground rules to grace and courtesy
3. Control of movement
4. Care of the person
5. Care of the environment
6. Food and nutrition

6.2.5.2 Sensorial Curriculum *(Core)* – Min. 32 hours
1. Philosophy and rationale
2. Materials aiding the education and refinement of the senses (Cylinder Blocks, Pink Tower, Brown Stair, Red Rods, Knobless Cylinders, Color Tablets, Geometric Cabinet, Constructive Triangles, Geometric Solids and Bases, Binomial and Trinomial Cube, Sound Cylinders, Bells, Rough and Smooth Boards, Fabric Matching, Mystery Bag, etc.)

6.2.5.3 Language Curriculum *(Core)* – Min. 32 hours
1. Philosophy and rationale
2. Receptive and expressive language experiences
3. Visual and auditory perceptual experiences
4. Vocabulary development and enrichment
5. Materials that aid the development of skills/concepts (Metal Insets, Sandpaper Letters, Movable Alphabets, Object Boxes, Puzzle Words, Action Commands, Model Farm or other miniature environment, Grammar Symbols, etc.):
   a. Reading
   b. Penmanship
   c. Writing
   d. Function of words
6. Children's literature
7. Drama

6.2.5.4 Mathematics Curriculum *(Core)* – Min. 32 hours
1. Philosophy and rationale
2. Materials that aid development of these concepts/skills:
   a. Introduction to numeration (Number Rods, Sandpaper Numerals, Spindle Boxes,

    Cards and Counters, Short Bead Stair)
   b. The decimal system (Golden Beads, Decimal Numeral Cards)
   c. Functions of the decimal system (Golden Beads, Decimal Numeral Cards, Stamp Game, Small Bead Frame)
   d. Linear counting (Teens Boards, Tens Boards, Hundred Board, Short Chains, Long Chains)
   e. Memorization of basic arithmetic facts (Snake Games, Strip Boards, Bead Boards, Finger Charts)
   f. Fractions (Fraction Inset Circles)
3. Math applications

6.2.5.5 Physical and Life Science Curriculum *(Core)*
1. Philosophy and rationale
2. Botany (includes 3-part card sets)
3. Zoology (includes 3-part card sets)
4. Earth science
5. Physical science

6.2.5.6 Social Studies Curriculum *(Core)*
1. Philosophy and rationale
2. Geography (Land and Water forms, Globes, Puzzle Maps, Flags, etc.)
3. History: time, calendar, seasons, personal history

6.2.5.7 Classroom Leadership *(Core)*
1. Preparation of the environment
2. Scheduling for the staff as well as the schedule for the child's day
3. Evaluation of children
4. Techniques for discipline, communication, and problem-solving
5. Human needs and requirements (children, families and staff) specific to a full day or extended day program
6. Multi-culture and diversity in all forms
7. Understanding issues relating to school administration, professional relationships, and best practices

6.2.5.8 Montessori Philosophy/Theory *(Foundational)* – Min. 32 hours
1. Historical perspective
2. Philosophy specific to the method (i.e., including the absorbent mind, sensitive periods, logical-mathematical mind, spiritual and moral development of the child, cosmic wonder and exploration, etc.)
3. How the above relate to the child from birth through 6 in relation to Montessori philosophy, materials, teacher, and environment
4. Peace education

6.2.5.9 Observation *(Foundational)* – Min. 28 hours
This includes lecture and documented observation, some of which can be done during the practicum phase. A minimum of 8 hours of academic content and 20 hours of documented observations is required.

It is suggested that academic content precede the documented observations.

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

6.2.5.10 Child Development/Psychology *(Other)* – Min. 28 hours
The program may elect to have adult learners receive the child development/psychology component from outside sources, such as local community colleges or universities. If the course is a required prerequisite or taught outside the program, up to a maximum of 30 contact hours may be counted in the total contact hours for the course.

1. Theories of development
2. Stages of development
3. Areas of development: physical, cognitive, emotional, social
4. Current research

6.2.5.11 Art, Music, Movement Curriculum *(Other)*
1. Art: philosophy and rationale, basic skills, two-dimensional work (easel or table), three-dimensional work, art appreciation and history
2. Music: philosophy and rationale, rhythmic skills, singing skills, instrumental skills, music appreciation and history
3. Movement: philosophy and rationale, body awareness, basic skills (loco-motor, stationary, games), line activities

6.2.5.12 Parent Involvement/Education (Parent-Educator Partnership) *(Other)*
1. Raising the level of awareness
2. Developing the knowledge base
3. Providing options for collaboration
4. Creating strategies for collaboration
5. Application-implementation of strategies

6.2.5.13 Early Childhood Practicum Teaching – Min. 540 hours of instructional class time

6.2.5.14 Early Childhood Practicum Seminars
A minimum of 16 academic contact hours is required during the practicum phase, if the academic phase is held primarily in the summer.

6.2.5.15 Early Childhood Year-long Project
In class Year-long Project work can comprise no more than 16 academic contact hours. It is a required practicum year assignment that involves independent research and development by the adult learner. Examples of project topics include action research, curriculum design, reflective practice, literature review, application of knowledge, case study, preparation of the environment, assessment, transformation of the adult, etc.

Topics are subject to approval by the TEP.

6.2.6 PRACTICUM MODELS AND TIME PERIODS – EARLY CHILDHOOD COURSE
Length of Practicum – Min. 540 hours of instructional class time

The Early Childhood practicum is defined as lasting a minimum of a full academic year, with the adult learner working at the practicum site in the classroom of an approved supervising teacher for three hours a day, five days a week for nine consecutive months.

Alternative scheduling is possible. When an alternate schedule for the practicum experience is utilized, the director must explain the alternative model in the program's next annual report.

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

Age Range of Children
The class may contain children in the 2½ through 6 age span, but must contain at least the 3 through 6 age span to allow the adult learner to follow the developmental stages of children in an environment which is prepared to meet their social, emotional, intellectual, physical, and spiritual needs, and one which is equipped with the full complement of Montessori materials.

AMS recognizes that in some situations there may be environments that do not have the 2½ through 6 age range. Therefore, it is the responsibility of the program director to outline a plan in the adult learner's file and to document how the adult learner receives experience in the full 2½ through 6 age range.

Early Childhood Classroom Materials
The practicum classroom must be equipped with the full complement of Montessori materials and activities appropriate to the ages and needs of the children at the Early Childhood age level (see *AMS Suggestions Materials* lists found in Appendix C).

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

Model 2: Self-Directed Practicum
1. All requirements for the supervised practicum also apply to the self-directed practicum,

with the exception that the adult learner has full responsibility for the Montessori class without the daily guidance of a qualified supervising teacher in the classroom.

2. Adult learners may qualify for the self-directed practicum with one or more of the following prerequisites, along with written approval of the teacher education program director:
   a. Prior experience as an assistant in a Montessori environment
   b. Two or more years of previous teaching experience at the Early Childhood age level
   c. A bachelor's degree from a regionally accredited U.S. college or university, or its equivalent

3. A minimum of three on-site consultation/evaluation visits by a qualified field consultant plus additional support that is documented on the *AMS Credential Recommendation Form* is required. Additional support must include one or more of the following: extra visits, a local mentor teacher, monthly phone or e-mail contact, or other support designed by the director. To best support the growth of the adult learner, the consultations/evaluation visits must be spread throughout the practicum phase.

Entry into the Early Childhood Practicum

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

6.2.7 AMS COMPETENCIES – EARLY CHILDHOOD COURSE

AMS has adopted the MACTE Competencies for the Early Childhood specialist.

See the most current *MACTE Guide to Accreditation*.

Summary Chart **AMS-affiliated EARLY CHILDHOOD COURSE** **Minimum Hours for Components** * indicates that the allocation of hours is at the discretion of the teacher education program provided that the syllabus includes the designated content.	EC Minimum contact hours
6.2.5.1 **Practical Life** (Core)	32
6.2.5.2 **Sensorial** (Core)	32
6.2.5.3 **Language** (Core)	32
6.2.5.4 **Math** (Core)	32
6.2.5.5 **Physical and Life Science** (Core)	*
6.2.5.6 **Social Studies** (Core)	*
6.2.5.7 **Classroom Leadership** (Core)	*
6.2.5.8 **Montessori Philosophy/Theory** (Foundational)	32
6.2.5.9 **Observation** (Foundational) - Max of 20 hours documented observation practice may be applied to meet the minimum.	28
6.2.5.10 **Child Development/Psychology** (Other)	28
6.2.5.11 **Art, Music, Movement** (Other)	*
6.2.5.12 **Parent Involvement/Education (Parent-Educator Partnership)** (Other)	*
6.2.5.15 **Year-long Project:** Practicum year assignment - Max of 16 contact hours may be applied to meet the TOTAL minimum academic hours	0
Total minimum hours allocated to components above	216
TOTAL Minimum Academic Hours required	**300**
Total allocated hours as a percent of Total Minimum Hours	72%
6.2.6 EARLY CHILDHOOD PRACTICUM	**540**

6.3 AMS ELEMENTARY COURSE STANDARDS

6.3.1 AMS PHILOSOPHY AND GOALS: THE ELEMENTARY I & II ENVIRONMENT

An AMS Elementary I & II environment is described as a setting for children **ages 6 through 12 years**. It is usually divided between two environments to serve the needs of the 6 through 9 year-olds (Elementary I) and the 9 through 12 year-olds (Elementary II).

The environment reflects these characteristics:

1. Curriculum materials are organized into logical groupings (e.g., by curriculum area or function).
2. Within each grouping there is a logical arrangement of the material (e.g., by level of difficulty or sequence of skill and concept development).
3. Furnishings are of appropriate size for the children.
4. The arrangement of furnishings offers a variety of activity spaces (e.g., individual or group, floor or table, noisy or quiet, active or sedentary).
5. Activity spaces and procedures are organized to avoid conflict of interest (e.g., a noise-generating activity is far away or isolated from a quiet activity area).
6. There is provision for display of visual stimuli and children's work products.
7. Each activity or exercise is structured to provide purpose, procedure, closure, and opportunity for child success.
8. In order to develop the child's full potential, the environment encourages:
   a. Freedom of choice.
   b. Individualization.
   c. Concentration.
   d. Independence.
   e. Problem-solving strategies.
   f. Peer interactions.
   g. Experiential learning opportunities (e.g., field trips, practical life activities).
   h. Integration of curriculum in a multi-disciplinary approach, including materials and activities for development of understanding and skills in the following areas: Mathematics, Geometry, Sciences, Language and Literature, Geography, History, Practical Life, Movement and Physical Education, Music, Visual Arts and Crafts.
9. The particular materials/activities selected are appropriate to the developmental period, abilities, multiple intelligences, and special needs of the children who use the environment
10. The environment is beautiful – neat, clean, and orderly – inviting curiosity and encouraging the use of multiple intelligences.

6.3.2   ADMISSION/CREDENTIAL REQUIREMENTS – ELEMENTARY COURSES
For more information on admission and credential requirements, review Sections 2 & 5.

The candidate for the <u>AMS Elementary Credential</u> holds a minimum of:

1. <u>A bachelor's degree from a regionally accredited U.S. college or university, or its equivalent</u>.
2. A recognized <u>Montessori Early Childhood Credential</u>**,** or alternatively, participation in a prerequisite overview course.

3. **OVERVIEW COURSE DESCRIPTION – Min. 40 contact hours:**
   a. Syllabus includes a history of Montessori education and the American Montessori Society
   b. Syllabus includes the following principles of Montessori philosophy and practice:
      1. Planes of Development
      2. Spontaneous activity and self-directed learning
      3. Preparation of the Environment
      4. Preparation of the Adult
      5. Montessori lessons and materials for Early Childhood (ages 2.5 through 6 years)
      6. Characteristics of Montessori materials
      7. Three-Period Lesson
      8. Observation: Four (4) hours of the overview course may be documented observation of a Montessori Early Childhood classroom in action.
   c. Up to 100% of the required overview course may be delivered by distance education
   d. The prerequisite overview course hours are in addition to the minimum academic required hours for the credential that will be issued
   e. The overview course instructor(s) must hold a recognized Early Childhood Montessori credential and have at least three years of experience at that level after receiving the credential.
   f. An adult learner may meet this prerequisite requirement by taking an overview course provided by another AMS-affiliated teacher education program and/or complete the syllabus and the requirements provided by the teacher education program in which the adult learner is enrolled.
4. <u>For adult learners whose post-secondary studies are outside of the U.S.</u>: An AMS Elementary credential may be awarded to adult learners who hold a minimum of a bachelor's degree from a non-U.S. college/university that is determined *not to be equivalent* to a bachelor's degree from a regionally accredited U.S. college/university by a recognized credential evaluation service or a regionally accredited college/university, while still meeting the nationally recognized post-secondary educational standard in the state, province, or country of issuance. To qualify, the degree's regular program length must include a minimum of three years of study. *The degree and country in which the*

degree was awarded are indicated on the credential.

6.3.3 FACULTY QUALIFICATIONS – ELEMENTARY COURSES

1. **Director**
   In addition to the director qualifications outlined in Section 5, the director of a teacher education program with an Elementary course must have:
   a. A recognized Montessori Elementary credential.
   b. Completed a full teaching practicum of at least 1080 hours in a Montessori classroom environment with children of this age group.
   c. If the TEP director does not hold a recognized Elementary credential, a qualified level coordinator(s) with a recognized Montessori Elementary credential must be appointed by the TEP. See level coordinator qualifications in Section 5.

2. **Instructors**
   In addition to instructor qualifications outlined in Section 5, the instructors in an Elementary course must have:
   a. Instructors must have at least three years of experience in the Montessori classroom with children 6 through 9 years of age or 6 through 12 years of age after receipt of the Elementary credential. This experience must be at the age level of the course being taught at the teacher education program.
   b. See Instructor Qualifications in Section 5.

3. **Supervising Teachers:**
   See Standards and Responsibilities for the Supervising Teacher in Section 5.

4. **Field Consultants:**
   See Field Consultant Qualifications in Section 5.

6.3.4 ACADEMIC CONTACT HOURS – ELEMENTARY COURSES

1. **AMS Elementary I (ages 6 through 9)** teacher education courses will offer an academic phase of at least **325 contact hours**.
2. **AMS Elementary I-II (ages 6 through 12)** teacher education courses will offer an academic phase of at least **500 contact hours**, with at least **325 hours** at the Elementary I curriculum level and at least **175 hours** at the Elementary II curriculum level. The practicum of 1080 hours may take place in either an Elementary I or an Elementary II classroom.
3. **AMS Elementary II (ages 9 through 12**) teacher education courses will offer an academic phase of at least **325 contact hours**. The Elementary II course is presented in two sequential parts:
   1. **Part I (Min. 150 hours)** introduces the principles of Montessori education at the elementary
      age level, and presents an overview of the lower elementary and transitional lessons which are a necessary preparation for the upper elementary curriculum.

2. **Part II (Min. 175 hours)** focuses on the characteristics of the upper elementary child and the detailed curriculum for this age level.

   The foundational Part I curriculum must be completed before beginning Part II curriculum. However, the Part II content for Math, Geometry, Language, Geography, History, or the Sciences may be delivered following the Part I coursework in these specific subjects, before all components of Part I curriculum have been completed.

4. **An AMS Elementary I credential holder** may upgrade to an AMS Elementary I-II credential by completing Part II of an AMS Elementary II course, or by completing the EII, Part II course components within an AMS EI-II course. The AMS Elementary II coursework must be at least **175 contact hours**, combining the 325 contact hours required of the AMS Elementary I with the remaining hours required to achieve 500 contact hours for AMS Elementary I-II. *See Section 5 "Candidates upgrading from Elementary I to Elementary I-II or Secondary I to Secondary I-II".*

   An AMS Elementary II credential holder may upgrade to an AMS Elementary I-II credential by enrolling in an AMS-affiliated Elementary I course and completing a minimum of **175 contact hours** of additional academic hours at the Elementary I level, for a minimum total of 500 academic hours including the EII course hours. The allocation of content for the Elementary I segment is at the discretion of the course director, based on a formal assessment of the adult learner's knowledge of the content.

5. **Course Delivery and Online Learning (Distance Education)**
   a. For **Elementary I**: A minimum of 210 hours must be presented in-residence. Hours in excess of the 325 hour minimum may be in-residence or delivered via distance education
   b. For **Elementary I-II**: A minimum of 325 hours must be presented in-residence. Hours in excess of the 500 hour minimum may be in-residence or delivered via distance education
   c. For **Elementary II**: A minimum of 210 hours must be presented in-residence. Hours in excess of the 325 hour minimum may be in-residence or delivered via distance education
   d. For the addition of **Elementary II to Elementary I**, and the addition of **Elementary I to Elementary II**: A minimum of 115 hours must be presented in-residence. Hours in excess of the 175 hour minimum may be in-residence or delivered via distance education
   e. Up to 100% of the content of the following course components may be delivered via distance education: Curriculum Design and Strategies, Classroom Leadership, Montessori Philosophy, Child Development
   f. No more than 20% of the content of the following course components may be delivered via distance education: Mathematics, Geometry, Language, Geography, History, Biological Sciences, Physical Sciences, Practical Life, Movement and Physical Education, Visual Arts and Crafts, Music

6.3.5   COURSE COMPONENT DESCRIPTIONS – AMS ELEMENTARY COURSES

1. *Core* course components: Mathematics, Geometry, Language, Geography, History, Biological Sciences, Physical Sciences, Curriculum Design and Strategies, Classroom Leadership

2. *Foundational* course components: Montessori Philosophy/Theory, Practical Life

3. *Other* course components: Child Development, Movement and Physical Education, Visual Arts and Crafts, Music

NOTE: The following course component titles and contents must be used throughout the self-study application including the syllabus, personnel charts, and *Curriculum Sequence Summary Chart*.

<u>**AMS ELEMENTARY I COURSE (ages 6 through 9)**</u> Minimum component hours and content:

EI Mathematics and Geometry – Min. 80 hours

6.3.5.1 EI Mathematics Curriculum *(Core)*

1. Place Value (Golden Bead Material, Geometric Hierarchy of Numbers)
2. Operations: addition, multiplication, subtraction, division (Stamp Games, Dot Board)
3. Memorization of Tables/Basic Number Facts (Bead Bars, Bead Chains & Cubes, Boards & Charts)
4. Long Multiplication (Bead Frames, Checker Board, Bank Game, Flat Bead Frame)
5. Long Division (Test tube material)
6. Measurement, Time, Money
7. Using mathematics for problem-solving (Word problems, etc.)

6.3.5.2 EI Geometry Curriculum *(Core)*

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

EI Language – Min. 48 hours

6.3.5.3 EI Language Curriculum *(Core)*

1. Approaches to Reading and Writing
2. Reading comprehension (includes Interpretive Reading)
3. Writing throughout the curriculum
4. Grammar: Parts of Speech (Grammar Symbols, Grammar Boxes and Commands)
5. Sentence Analysis (1st level charts with arrows and circles)
6. Word Study
7. Spelling and Phonograms (Movable Alphabets, etc.)
8. Children's Literature

EI Geography/History/Sciences – Min. 48 hours

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

6.3.5.5 EI History Curriculum *(Core)*
1. World cultures (Fundamental Needs of People charts - vertical)
2. Geologic eras and periods (Geologic Timeline and Cards)
3. History of Life on Earth (Timeline of Life and Cards)

6.3.5.6 EI Biology Curriculum *(Core)*
1. Observation and study of plants, animals, fungi
2. Animal and Plant Parts (Nomenclature Cards)
3. Plant and Animal Stories (Who Am I? story cards)
4. Classification of the Living World/Kingdoms of Life (Charts)
5. Plant experiments

6.3.5.7 EI Physical Sciences Curriculum *(Core)*
- Science experiments and demonstrations

EI Curriculum Design and Classroom Leadership – Min. 32 hours

6.3.5.8 EI Curriculum Design *(Core)*
1. Material Making
2. Real world learning experiences (Going Out)
3. Community Service

6.3.5.9 EI Classroom Leadership *(Core)*
1. Freedom and Responsibility
2. The role of the teacher - guide, initiator, observer, group leader, mentor
3. Design and preparation of the classroom environment
4. Flexible scheduling, uninterrupted blocks of time, individual work plans
5. Curriculum planning – daily, weekly, monthly
6. Planning when to give individual and small group lessons
7. Record-keeping and monitoring individual student progress
8. Approaches to formal assessment
9. Large group activities
10. Building community
11. Peaceful classrooms

12. Cultural differences
13. Conflict resolution
14. Inclusion of children with disabilities
15. Family involvement (incl. parent volunteers, parent-teacher conferences, progress reports)
16. Starting a new class

EI Montessori Philosophy and Child Development – Min. 32 hours

6.3.5.10 EI Montessori Philosophy Curriculum _(Foundational)_
1. Characteristics of elementary age children (The Second Plane of Development)
2. Self-directed, autonomous learners
3. Preparation of the teacher
4. Preparation of the classroom environment – physical, spiritual, psychological
5. Integrated curriculum (Cosmic education and Great Lessons)
6. Education for Peace
7. Observation strategies and practice: Up to 4 hours of documented practice observations during the academic phase may be used to meet minimum contact hour requirements for component 6.3.5.10.

6.3.5.11 EI Child Development Curriculum _(Other)_
1. Physical, cognitive & social-emotional development of 6-12 year olds

EI Practical Life – Min. 16 hours
6.3.5.12 EI Practical Life Curriculum _(Foundational)_
1. Self-care, hygiene, health, safety
2. Care of the environment – daily maintenance, repairs
3. Gardening
4. Food preparation and meals
5. Information technology and media
6. Studio and workshop spaces, including equipment, tools, activities, sewing, woodworking, etc.

EI Movement, Art, and Music – Min. 16 hours
6.3.5.13 EI Movement and Physical Education Curriculum _(Other)_
1. Age-appropriate exercise, games and sports

6.3.5.14 EI Art Curriculum _(Other)_
1. Drawing, Painting, Sculpture – tools and techniques
2. Art appreciation
3. Crafts

6.3.5.15 EI Music Curriculum _(Other)_
1. Singing
2. Musical instruments
3. Music appreciation

6.3.5.16 EI Practicum Teaching – Min. 1080 hours
- See Section 6.3.6

6.3.5.17 EI Practicum Seminars
A minimum of 16 academic contact hours is required to take place during the practicum phase if the academic phase is held primarily in the summer.

6.3.5.18 EI Year-long Project
The Year-long Project is a required practicum year assignment that involves independent research and development by the adult learner. Examples of project topics include action research, curriculum design, reflective practice, literature review, application of knowledge**,** case study**,** preparation of the environment**,** assessment**,** transformation of the adult, etc. Topics are subject to approval by the TEP.

The Year-long Project assignment may be described in a specific course component syllabus or in a Practicum syllabus. When academic contact hours are scheduled to prepare for the assignment and/or for project presentations by the adult learners, no more than sixteen (16) Year-long Project academic contact hours may be applied toward meeting the 325-minimum academic contact hour requirement.

AMS ELEMENTARY I-II COURSE (ages 6 through 12) Minimum component hours and content**:**

EI-II Mathematics and Geometry – Min. 120 hours
6.3.5.1 EI-II Mathematics Curriculum _(Core)_
1. Place Value (Golden Bead Material, Geometric Hierarchy of Numbers)
2. Operations: addition, multiplication, subtraction, division (Stamp Games, Dot Board)
3. Memorization of Tables/Basic Number Facts (Bead Bars, Bead Chains & Cubes, Boards & Charts)
4. Long Multiplication (Bead Frames, Checker Board, Bank Game, Flat Bead Frame)
5. Long Division (Test tube material)
6. Measurement, Time, Money
7. Using mathematics for problem-solving (Word problems, etc.)
8. History of Numeration (Great Lesson)
9. Multiples, Factors & Divisibility (Algebraic Peg Board)
10. Algebraic Decanomial, Binomials, Trinomials
11. Squaring & Cross Multiplication
12. Square Root (Small Square Root Board, Pattern cards,

13. Cubing & Cube Roots (Cubing Material)
14. Fractions (Fraction Insets, Red Fraction Circles)
15. Decimals (Decimal Stamp Game, Decimal Fraction Board, Decimal CheckerBoard)
16. Base Systems
17. Signed Numbers (positive/negative)
18. Ratios and Percentages
19. Probability and Statistics
20. Data collection and data display, including graphs

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

EI-II Language (Core) – Min. 72 hours
6.3.5.3 EI-II Language Curriculum *(Core)*
1. Approaches to Reading and Writing
2. Reading comprehension (includes Interpretive Reading)
3. Writing throughout the curriculum
4. Grammar: Parts of Speech (Grammar Symbols, Grammar Boxes and Commands)
5. Sentence Analysis (1st level charts with arrows and circles)
6. Word Study
7. Spelling and Phonograms (Movable Alphabets, etc.)
8. History of Writing (Great Lesson)
9. Grammar: Advanced Functions of Words
10. Advanced Sentence Analysis (2nd level Chart with arrows and circles)
11. Verb Study (Sets of cards for verb conjugations. e.g. "to love")
12. Writing, including creative, persuasive and expository writing, genres, poems
13. Children's Literature

EI-II Geography/History/Sciences – Min. 80 hours
6.3.5.4 EI-II Geography Curriculum *(Core)*
1. The Universe, Stars, Solar System and the Earth (Impressionistic Stories and Charts)
2. Continents and Countries (Globes, Puzzle Maps)
3. Countries, Capitals, National Flags (Pin Maps and Flags)
4. Landforms, Mountains, Rivers and Oceans
5. Compass points, Latitude and longitude

6. World cultures (Fundamental Needs of People charts – horizontal)
7. Economic Geography
8. Landforms - Work of Air & Water

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

6.3.5.6 EI-II Biology Curriculum *(Core)*
1. Observation and study of plants, animals, fungi
2. Animal and Plant Parts (Nomenclature Cards)
3. Plant and Animal Stories (Who Am I? story cards)
4. Classification of the Living World/Kingdoms of Life (Charts)
5. Plant Experiments
6. Observation through a Microscope
7. Vital Functions of Animals
8. Vital Functions of Plants
9. Water, Carbon and Nitrogen cycles
10. Advanced Classification of Life Forms
11. Human Biology
12. Biomes and Eco-Systems

6.3.5.7 EI-II Physical Sciences Curriculum *(Core)*
1. Topics in Geology, Chemistry, Meteorology, Astronomy
2. Laboratory Experiments
3. Science experiments and demonstrations

EI-II Curriculum Design and Classroom Leadership – Min. 56 hours
6.3.5.8 EI-II Curriculum Design *(Core)*
1. Material Making
2. Going Out
3. Community Service

6.3.5.9 EI-II Classroom Leadership *(Core)*
1. Building Community in the Classroom
2. Peaceable Classrooms, Conflict Resolution

3. Inclusion of children with special needs
4. Record-keeping & Tracking
5. Assessment
6. Planning – daily, weekly, monthly

EI-II Montessori Philosophy and Child Development – Min. 32 hours

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

6.3.5.11 EI-II Child Development Curriculum *(Other)*
1. Physical, cognitive & social-emotional development of 6-12 year olds
2. Adolescence

EI-II Practical Life – Min. 32 hours

6.3.5.12 EI-II Practical Life Curriculum *(Foundational)*
1. Self-care, hygiene, health, safety
2. Care of the environment
3. Gardening
4. Food preparation
5. Information technology and media
6. Studio spaces, equipment, tools and activities, including sewing, woodworking

EI-II Movement, Art, and Music – Min. 28 hours

6.3.5.13 EI-II   Movement and Physical Education Curriculum *(Other)*

Age-appropriate exercise, games and sports

6.3.5.14 EI-II   Art Curriculum *(Other)*
1. Drawing, Painting, Sculpture – tools and techniques
2. Art appreciation
3. Crafts

6.3.5.15 EI-II   Music Curriculum *(Other)*
1. Singing
2. Musical instruments

3. Music appreciation

6.3.5.16 Elementary Practicum Teaching – Min. 1080 hours
- See Section 6.3.6

6.3.5.17 Elementary Practicum Seminars
A minimum of 16 academic contact hours is required during the practicum phase, if the academic phase is held primarily in the summer.

6.3.5.18 Elementary Year-long Project
The Year-long Project is a required practicum year assignment that involves independent research and development by the adult learner. Examples of project topics include action research, curriculum design, reflective practice, literature review, application of knowledge**,** case study**,** preparation of the environment**,** assessment**,** transformation of the adult, etc. Topics are subject to approval by the TEP.

The Year-long Project assignment may be described in a specific course component syllabus, or in a Practicum syllabus. When academic contact hours are scheduled to prepare for the assignment and/or for project presentations by the adult learners, no more than sixteen Year-long Project academic contact hours may be applied toward meeting the minimum total academic contact hour requirement.

AMS ELEMENTARY II COURSE (ages 9 through 12) Minimum component hours and content**:**

EII-PART I – Min. 150 academic contact hours
Mathematics and Geometry, Part I – Min. 40 hours
6.3.5.1 EIIA Mathematics Curriculum *(Core)*
1. Place Value (Golden Bead Material, Geometric Hierarchy of Numbers)
2. Operations: addition, multiplication, subtraction, division (Stamp Games, Dot Board)
3. Memorization of Tables/Basic Number Facts (Bead Bars, Bead Chains & Cubes, Boards & Charts)
4. Long Multiplication (Bead Frames, Checker Board, Bank Game, Flat Bead Frame)
5. Long Division (Test tube material)
6. Measurement, Time, Money

6.3.5.2 EIIA Geometry Curriculum *(Core)*
1. Plane Figures: Angles, Triangles, Polygons, Circles (Geometric Cabinet, Sticks, Nomenclature)
2. Equivalence, Similarity, Congruence (Constructive Triangles)
3. Solids (Geometric Solids and Bases)

Language, Part I – Min. 24 hours
6.3.5.3 EIIA Language Curriculum *(Core)*
1. Approaches to Reading and Writing
2. Reading comprehension (includes Interpretive Reading)
3. Writing throughout the curriculum
4. Grammar: Parts of Speech (Grammar Symbols, Grammar Boxes and Commands)
5. Sentence Analysis (First level charts with arrows and circles)
6. Word Study
7. Spelling and Phonograms (Movable Alphabets, etc.)

Geography/History/Sciences, Part I – Min. 32 hours
6.3.5.4 EIIA Geography Curriculum *(Core)*
1. The Universe, Stars, Solar System and the Earth (Impressionistic Stories and Charts)
2. Continents and Countries (Globes, Puzzle Maps)
   Countries, Capitals, National Flags (Pin Maps and Flags)
   Landforms, Mountains, Rivers and Oceans
3. Compass points, Latitude and longitude
   World cultures (Fundamental Needs of People charts – horizontal)

6.3.5.5 EIIA History Curriculum *(Core)*
World cultures (Fundamental Needs of People charts – vertical)

6.3.5.6 EIIA Biology Curriculum *(Core)*
1. Observation and study of plants, animals, fungi
2. Animal and Plant Parts (Nomenclature Cards)
3. Plant and Animal Stories (Who Am I? story cards)
4. Classification of the Living World/Kingdoms of Life (Charts)
5. Plant Experiments

6.3.5.7 EIIA Physical Sciences Curriculum *(Core)*
1. Science experiments and demonstrations
2. Geologic eras and periods (Geologic Timeline and Cards)
3. History of Life on Earth (Timeline of Life and Cards)

EII Classroom Leadership and Curriculum Design (Part II only)
6.3.5.8 (See EI-II Classroom Leadership curriculum requirement in Part II)
6.3.5.9 (See EI-II Curriculum Design curriculum requirement in Part II **)**

Montessori Philosophy and Child Development – Min. 32 hours
6.3.5.10 EII Montessori Philosophy Curriculum *(Foundational)*
1. Characteristics of elementary age children (The Second Plane of Development)
2. The teacher's role as a guide
3. Preparation of the elementary environment

4. Self-directed, autonomous learners
5. Integrated curriculum (Cosmic education and Great Lessons)
6. Education for Peace
7. Observation strategies and practice
8. (Up to 4 hours of documented practice observations during the academic phase may be used to meet minimum contact hour requirements for this component.)

6.3.5.11 EII Child Development Curriculum *(Other)*
1. Physical, cognitive & social-emotional development of 9-12 year olds
2. Adolescence

EII-PART II – Min. 175 academic contact hours
Mathematics and Geometry, Part II – Min. 40 hours
6.3.5.1 EIIB Mathematics Curriculum *(Core)*
1. History of Numeration (Great Lesson)
2. Multiples, Factors & Divisibility (Algebraic Peg Board) Algebraic Decanomial,
3. Binomials, Trinomials
4. Squaring & Cross Multiplication
5. Square Root (Small Square Root Board, Pattern cards, Cubing & Cube Roots (Cubing Material)
6. Fractions (Fraction Insets, Red Fraction Circles)
7. Decimals (Decimal Stamp Game, Decimal Fraction Board, Decimal CheckerBoard)
8. Base Systems
9. Signed Numbers (positive/negative)
10. Ratios and Percentages
11. Probability and Statistics
12. Data collection and data display, including graphs

6.3.5.2 EIIB Geometry Curriculum *(Core)*
1. Advanced Equivalence (Fraction Cabinet material)
2. Area (Fraction Cabinet materials and Yellow prisms)
3. Volume (Metal Solids)
4. Theorem of Pythagoras (Fraction Cabinet material)

Language, Part II – Min. 24 hours
6.3.5.3 EIIB Language Curriculum *(Core)*
1. History of Writing (Great Lesson)
2. Grammar: Advanced Functions of Words
3. Advanced Sentence Analysis (2nd level Chart with arrows and circles)
4. Verb Study (Sets of cards for verb conjugations. e.g. "to love")
5. Writing, including creative, persuasive and expository writing, genres, poems
6. Reading and Literature

Geography/History/Science, Part II – Min. 32 hours

6.3.5.4 EIIB Geography *(Core)*
1.   Economic Geography
2.   Landforms, Work of Air & Water

6.3.5.5 EIIB History *(Core)*
1.   Early Humans (Timeline of Humans) Ancient Civilizations
2.   Explorations and Migrations
3.   National and local history and prehistory
4.   Government

6.3.5.6 EIIB Biology Curriculum *(Core)*
1.   Observation through a Microscope Vital Functions of Animals
2.   Vital Functions of Plants
3.   Water, Carbon and Nitrogen cycles
4.   Advanced Classification of Life Forms Human Biology
5.   Biomes and Eco-Systems

6.3.5.7 EIIB Physical Sciences Curriculum *(Core)*
Topics in Geology, Chemistry, Meteorology, Astronomy, Laboratory Experiments

Curriculum Design and Classroom Leadership – Min. 24 hours

6.3.5.8 EII Curriculum Design *(Core)*
1.   Material Making
2.   Going Out/Field trips
3.   Community Service

6.3.5.9 EII Classroom Leadership *(Core)*
1.   Building Community in the Classroom Peaceable Classrooms, Conflict Resolution
2.   Inclusion of children with special needs Record-keeping & Tracking
3.   Assessment
4.   Planning – daily, weekly, monthly

Montessori Philosophy and Child Development (Part I only)

6.3.5.10 EI-II Montessori Philosophy Curriculum (See requirement in Part I)

6.3.5.11 EI-II Child Development Curriculum (See requirement in Part I)

Practical Life – Min. 16 hours

6.3.5.12 EII Practical Life Curriculum *(Foundational)*
1.   Self-care, hygiene, health, safety
2.   Care of the environment
3.   Gardening

4. Food preparation
5. Information technology and media
6. Studio spaces, equipment, tools and activities, including sewing, woodworking

Movement, Art, and Music – Min. 12 hours
6.3.5.13 EII Movement and Physical Education Curriculum *(Other)*
Age-appropriate exercise, games and sports

6.3.5.14 EII Art Curriculum *(Other)*
1. Drawing, Painting, Sculpture – tools and techniques
2. Art appreciation
3. Crafts

6.3.5.15 EII Music Curriculum *(Other)*
1. Singing
2. Musical instruments
3. Music appreciation

6.3.5.16 Elementary Practicum Teaching – Min. 1080 hours
- See Section 6.3.6

6.3.5.17 Practicum Seminars
A minimum of 16 academic contact hours is required during the practicum phase, if the academic phase is held primarily in the summer.

6.3.5.18 Elementary Year-long Project
The Year-long Project is a required practicum year assignment that involves independent research and development by the adult learner. Examples of project topics include action research, curriculum design, reflective practice, literature review, application of knowledge**,** case study**,** preparation of the environment**,** assessment**,** transformation of the adult, etc. Topics are subject to approval by the TEP.

The Year-long Project assignment may be described in a specific course component syllabus, or in a Practicum syllabus. When academic contact hours are scheduled to prepare for the assignment and/or for project presentations by the adult learners, no more than sixteen (16) Year-long Project academic contact hours may be applied toward meeting the minimum total academic contact hour requirement

6.3.6 PRACTICUM MODELS AND TIME PERIOD – ELEMENTARY COURSES
Length of Practicum – Min. 1080 hours of instructional class time

The Elementary practicum is defined as lasting a full academic year, with the adult learner working at the practicum site school in a Montessori Elementary environment at the age level of the course for a minimum of six hours a day, five days a week, for nine consecutive months.

For the Elementary I–II credential, the adult learner may practice in either an Elementary I, or an Elementary II classroom.

Alternative scheduling is possible. When an alternate schedule for the practicum experience is utilized, the director must explain the alternative model in the TEP's next annual report.

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

Age Span of Children
The class should contain children in the full age span for the level at which the adult learner is completing the practicum (except in the case of a beginning class, which may contain an age span of less than three years).

AMS recognizes that in some situations there may be environments that do not have the full 6 through 9 or 9 through 12 age range. Therefore, it is the responsibility of the TEP director to outline a plan in the adult learner's file and to document how the adult learner receives experience in the full 6 through 9 or 9 through 12 age range.

Classroom Materials
The class must be equipped with the full complement of Montessori materials appropriate to the ages and needs of the children. See the *AMS Suggested Materials* lists in Appendix C.

Model 1: Supervised Practicum
1. The adult learner is supervised in the Montessori Elementary classroom by an approved qualified supervising teacher.
2. A minimum of three on-site consultation/evaluation visits by a qualified field consultant is required for a supervised practicum.

Model 2: Self-Directed Practicum
1. The adult learner in the Montessori Elementary classroom does not have a qualified supervising teacher.
2. A minimum of three on-site consultation/evaluation visits by a qualified field consultant plus additional support that is documented on the *AMS Credential Recommendation Form* is required. Additional support must include one or more of the following: extra

visits, a local mentor teacher, monthly phone or e-mail contact, or other support designed by the director. To best support the growth of the adult learner, the consultations/evaluation visits must be spread throughout the practicum phase.

Entry into Elementary Practicum
No part of the practicum may precede the beginning of the academic phase of the course.
Since the purpose of the practicum is to offer the adult learner the opportunity for practice with the information and insights acquired during academics, **at least 90% of the core instructional contact hours for the level (not including testing/evaluation) must be completed <u>prior to the end</u> of the practicum experience**.

In the case of a year-long academic phase, adult learners may begin the practicum phase during the first year of coursework allowing the practicum phase to span a two-year academic cycle, so that **90% of the core curriculum instruction is completed prior to the end of the practicum**.

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

6.3.7 AMS COMPETENCIES – ELEMENTARY I & II COURSES

AMS has adopted the MACTE Competencies for the Elementary I and II specialist.

See the most current *MACTE Guide to Accreditation*.

AMS-affiliated ELEMENTARY COURSES Minimum Hours for Components	EI Course	EI-II Course	EII Course Part I followed by Part II		
(EI-II credential course hours represent: EI course hours + EII-Part II hours)			*I*	*II*	EII Total
Prerequisite Overview Course (40 hours) For adult learners who do not hold a Montessori EC credential See specified Overview syllabus content.	*(40)*	*(40)*			*(40)*
6.3.5.1 Math (Core)					
6.3.5.2 Geometry (Core)					
Math / Geometry – Minimum hours	80	120	*40*	*40*	80
6.3.5.3 Language (Core)					
Language – Minimum hours	48	72	*24*	*24*	48
6.3.5.4 Geography (Core)					
6.3.5.5 History (Core)					
6.3.5.6 Biology (Core)					
6.3.5.7 Physical Sciences (Core)					
Geography, History, Science – Minimum hours	48	80	*32*	*32*	64
6.3.5.8 Curriculum Design (Core)					
6.3.5.9 Classroom Leadership (Core)					
Classroom Leadership & Curriculum Design – Minimum hours	32	56	-	*24*	24
6.3.5.10 Montessori Philosophy (Elementary) (Foundational)					
6.3.5.11 Child Development (Elementary) (Other)					
Montessori Philosophy & Child Development – Minimum hours	32	32	*32*	-	32
6.3.5.12 Practical Life (Foundational)					
Practical Life – Minimum hours	16	32	-	*16*	16
6.3.5.13 Movement and PE (Other)					
6.3.5.14 Art (Other)					
6.3.5.15 Music (Other)					
PE, Art, Music – Minimum hours	16	28	-	*12*	12
6.3.5.18 Year-long Project: Practicum year assignment	0	0	-	-	0
Total minimum hours allocated to components above	272	420	*128*	*148*	276
TOTAL minimum academic hours required	**325**	**500**	*150*	*175*	**325**
Total allocated hours as a percent of total minimum hours	*84%*	*84%*	*85%*	*85%*	*85%*
6.3.6 ELEMENTARY PRACTICUM	1080	1080	-	-	1080

6.4   AMS SECONDARY I & SECONDARY I-II COURSE STANDARDS

6.4.1   AMS PHILOSOPHY AND GOALS: THE SECONDARY I & SECONDARY I-II ENVIRONMENT

A Montessori Secondary environment is defined as a setting for adolescents **ages 12 through 18 (grades 7 through 12).** It is often divided into two or more environments serving the educational and emotional needs of the 12 through 14 or 15-year-olds (Secondary I) and the 14 or 15 through 18-year-olds (Secondary II).

The preparation of Montessori Secondary teachers to work with adolescents of ages 12 through 14/15 and 14/15 through 18 does not involve the mastery of an established body of curriculum, but rather a thorough preparation in philosophy, program design, and specialized teaching methods that will enable the teacher to participate in the development of Montessori Secondary programs. The credential is not issued in specific fields of teaching specialization, but is rather a general credential reflecting special skills and philosophical orientation.

A meaningful Montessori Secondary model must work well in new settings and must be capable of being effectively transmitted through teacher education. Therefore, the Montessori Secondary teacher must be prepared to follow in Dr. Maria Montessori's own footsteps, taking exceptional care to observe objectively, maintain careful records, carry out ongoing analysis, and slowly evolve an effective model of individualized education that can be recreated elsewhere with similar results.

The following characteristics describe a Secondary-level school program that is consistent with the Montessori approach. The Secondary program:

1. Consciously strives to create a sense of community among the faculty and students, allowing many opportunities for student participation in the planning and operation of the life of the school community.
2. Consciously strives to introduce students into the life, functions, and social issues of the community in which they live, both through the curriculum and through field experiences, service learning, business internships, cultural exchange programs, economic endeavors, and work projects.
3. Consciously strives to facilitate each student's transition into adulthood through supporting the development of effective and responsible interpersonal and social skills, particularly in the areas of the relationship between the student and family and relationships with peers.
4. Allows for personalized pacing and progress where possible and appropriate.
5. Allows students ample opportunities, interwoven throughout the curriculum, to move around and work with their hands.
6. Emphasizes a sense of collaborative and cooperative learning among its students, rather than academic competition.
7. Encourages students to learn from their mistakes without anxiety, providing opportunities for self-reflection and self-assessment.

8. Provides a wide range of experiential learning opportunities interwoven throughout the curriculum to allow students to learn through experience and practical application.
9. Evaluates students on a logical, objective basis and includes student self-assessment opportunities.
10. Offers a curriculum that is oriented toward the development of high-order "formal" thinking, not simply memorization.
11. Offers the student a broad view of the world through the curriculum, emphasizing the historical development of ideas and an international perspective.
12. Consciously strives to help students to develop maturity, high self-esteem, independence, responsibility, compassion, and openness to new experiences and learning, patience and self-discipline, acceptance of others, and satisfying social relationships.
13. Provides for a multi-disciplinary approach to learning and an interdisciplinary approach to program planning.

For more specific information, please see the AMS document *Characteristics of an AMS Montessori Secondary Program.*

6.4.2   ADMISSION/CREDENTIAL REQUIREMENTS – SECONDARY I & SECONDARY I-II COURSES
For more information on admission and credential requirements, review Sections 2 & 5.

The candidate for an AMS Secondary I or I-II Credential holds a minimum of:
1. A bachelor's degree from a regionally accredited U.S. college or university or its equivalent.
2. A recognized Montessori Elementary credential, or alternatively, participation in the prerequisite overview course.
3. **OVERVIEW COURSE DESCRIPTION – Min. 40 contact hours**
   The alternative to an Elementary I-II credential is defined as a course of study of at least 40 contact hours presented by an Early Childhood and/or Elementary I-II instructor(s) holding a recognized Montessori credential. The instructor(s) must hold the Montessori credential for the level of instruction being presented. The overview course includes the following:
   a. Montessori philosophy and basic elements of program design for birth through age 12
   b. An introduction to the rationale and basic methodology used within the Montessori Early Childhood and Elementary curricula
   c. A survey of the Montessori curriculum and educational materials in the areas of Practical Life, Language Arts, Mathematics, Science, Social Studies and Cosmic Education for birth through age 12
   d. Observation in a Montessori Elementary classroom designed for children of ages 9 through 12
   e. Up to 100% of the required overview course may be delivered online

The prerequisite overview course hours are in addition to the minimum academic required hours for the credential that will be issued.

  f. <u>For adult learners whose post-secondary studies are outside of the U.S.:</u> An <u>AMS Secondary I or Secondary I-II credential</u> may be awarded to adult learners who hold a minimum of a bachelor's degree from a non-U.S. college/university that is determined ***not to be equivalent*** to a bachelor's degree from a regionally accredited U.S. college/university by a recognized credential evaluation service, while still meeting the nationally recognized post-secondary educational standard in the state, province, or country of issuance. To qualify, the degree's regular program length must include a minimum of three years of study. *The degree and country in which the degree was awarded are indicated on the credential.*

4. <u>All applicants must convey</u>, through college transcripts, letters of recommendation, and a personal statement of intention their:

  a. knowledge of core curriculum content in literature/language arts, social studies, mathematics, sciences, and world languages

  b. commitment to integrate subject matter curriculum

  c. respect and appreciation for the unique characteristics of adolescents

5. <u>Transfer Policy for Secondary teachers who have non-AMS Montessori secondary diplomas/certificates</u>: The TEP will determine the hour requirement of the academic phase that the candidate must take to fulfill AMS qualifications of a minimum of Secondary I (360 hours) and Secondary I-II (500 hours). A practicum phase must be completed.

6.4.3 FACULTY QUALIFICATIONS – SECONDARY I & SECONDARY I-II COURSES

1. **Director**

<u>In addition to the director's qualifications outlined in Section 5</u>, the director of a teacher education program with a Secondary course must have:

  a. A recognized Montessori Secondary credential

  b. Completed a full teaching practicum of at least 1080 hours in a Montessori classroom environment with children of this age group.

  c. If the TEP director does not hold a recognized Montessori Secondary credential, a qualified level coordinator(s) with a recognized Montessori Secondary credential must be appointed by the TEP. See level coordinator qualifications in Section 5.

2. **Instructors**

<u>In addition to instructional staff qualifications outlined in Section 5:</u>

  a. At least one core faculty member must hold a recognized Montessori Elementary credential (ages 6 through 12).

  b. Instructors must have at least three years Montessori teaching experience in a Montessori classroom with adolescents 12 through 14/15 years of age and/or 14/15 through 18 years of age after receipt of the Secondary credential.

  c. See Instructor Qualifications in Section 5.

3. **Supervising Teachers**

   See Standards and Responsibilities for the Supervising Teacher in Section 5.
4. **Field Consultants**

   See Field Consultant Qualifications in Section 5.

6.4.4   ACADEMIC CONTACT HOURS – SECONDARY I & SECONDARY I-II COURSES
1. AMS Secondary I teacher education courses must offer an academic phase of <u>at least **360 contact hours**</u>.
2. AMS Secondary I-II teacher education courses must offer an academic phase of <u>at least **500 contact hours, with a minimum of 125 hours of instruction at the Secondary II level**</u>.
3. For an AMS Secondary I credential holder to upgrade to an AMS Secondary I-II credential they must enroll in an AMS Secondary II course. The AMS Secondary II course must be <u>at least **140 contact hours**</u> - combining the 360 contact hours required of the AMS Secondary I with the remaining hours required to achieve 500 contact hours for AMS Secondary I-II.

Course delivery and Online Learning (Distance Education)
1. For Secondary I: A minimum of 270 hours must be presented in-residence. Hours in excess of the 360 hour minimum may be in-residence or delivered online
2. For Secondary I-II: A minimum of 385 hours must be presented in-residence. Hours in excess of the 500 hour minimum may be in-residence or delivered online
3. Up to 100% of the content of the following course components may be delivered online: Montessori Philosophy, Communication and Partnership with Families
4. No more than 20% of the content of the following course components may be delivered online: Classroom Leadership, Curriculum Design and Implementation, Adolescent Psychology

6.4.5   COURSE COMPONENT DESCRIPTIONS – SECONDARY I & SECONDARY I-II COURSES
1. *Core* course components: Montessori Philosophy, Classroom Leadership, Curriculum Design and Implementation
2. *Foundational* course component: Adolescent Psychology
3. *Other* course component: Communication and Partnership with Families

NOTE: The following course component titles and contents must be used throughout the self-study including the syllabus, personnel charts, and *Curriculum Sequence Summary Chart*. Minimum hours given are for Secondary I/Secondary I-II.

6.4.5.1 Montessori Philosophy *(Core)* – Min. I: 24 hours/ I-II: 40 hours
1. Planes of development
2. Montessori's ideas regarding educating adolescents, including the concept of "Erdkinder"
3. Montessori's life
4. Montessori's concepts and theories including peace and cosmic education. The narrative of the elementary Great Lessons continues and inspires social action.

5. Montessori in relation to current research and relevance today
6. Personal growth through self-evaluation
7. Observation: This includes lecture and documented observation, some of which can be done during the practicum phase.

It is suggested that academic content of observation precede the practicum observation hours. A maximum of 20 hours of documented observations may be considered toward the required 360 hours total for in-residence academic content. Documented observation over 20 hours may not be included towards hours for in-residence content but may be included in hours in excess of the 360 hours total required.

6.4.5.2 Classroom Leadership *(Core)* – Min. I: 80 hours/I-II: 100 hours
How Secondary teachers lead, organize, and structure the classroom
1. Current trends and research in secondary education and adolescent development
2. Montessori Secondary education models
3. The role of the teacher in the Montessori Secondary classroom (e.g., as facilitator, guide, role model, etc.)
4. Creating a physically, psychologically, and developmentally prepared learning environment
5. Strategies that encourage students to be independent and interdependent
6. Coaching, mastery, and experiential learning strategies
7. Supporting positive work habits, such as Habits of Mind
8. Student leadership and autonomy in the classroom
9. Community building and group dynamics
10. Collaboration among adults, including team-teaching and working with an assistant
11. Classroom management consistent with Montessori philosophy
12. Student and teacher record keeping
13. Various forms of assessment such as observation, written, performance, self, and use of portfolios
14. Professional Development
15. AMS Suggested Materials List for Secondary Programs
16. Awareness of educational regulations
17. College testing and admissions process (Secondary II)

6.4.5.3 Curriculum Design and Implementation *(Core)* – Min. I: 80 hours/I-II: 100 hours
What and how Secondary teachers teach
1. Meaningful and thematic curriculum that integrates academic subjects and connects with the adolescent
2. Global and cosmic perspective
3. Elements of a Montessori Secondary program that lead to Valorization, including economic experiences, outdoor education and land-based experiences (Erdkinder),

service learning opportunities, career exploration, field studies, and cultural exchange programs
4. Structures curriculum and learning activities for large blocks of uninterrupted work time to foster 'flow' and deep concentration that leads to normalization
5. Three period lesson design
6. Activities in self-discovery, self-construction, social life, and community building
7. Divergent and high-level thinking, especially through dialogue and discussions
8. Providing choice through multi-intelligence and modalities
9. Active and experiential learning
10. Small and whole group learning experiences
11. Elements that support student interdependence and independence in the classroom (e.g., study guides, work plans, checklists, etc.)
12. Practical life appropriate to adolescence
13. Appropriate use of technology in the Secondary classroom
14. Various forms of formative and summative assessment that lead to mastery
15. Time allotted in daily schedule for student personal reflection/time to be silent and alone with self.

6.4.5.4 Adolescent Psychology *(Foundational)* – Min. I: 24 hours/I-II: 40 hours
1. Early and middle adolescent stages and application in program development
2. Physical development, including brain development
3. Cognitive development
4. Psycho-social development
5. Moral development
6. Adolescents' concerns and issues and support service

6.4.5.5 Communication and Partnership with Families *(Other)* – Min. I: 16 hours/I-II: 16 hours
1. Teacher as facilitator and model
2. Positive and effective interactions with adolescents
3. Appropriate channels of communication
4. Supporting families and students with cultural sensitivity
5. Community resources for additional support

6.4.5.6 Secondary Practicum Teaching – Min. 1080 hours
The function of the practicum phase is to provide for the adult learner a supervised teaching/learning experience and a period of observation, internalization, and further study, to bring together the theory and practice of Montessori education.

6.4.5.7 Secondary Practicum Seminars
A minimum of 16 academic contact hours is required during the practicum phase, if the academic phase is held primarily in the summer.

6.4.5.8 Secondary Year-long Project

In class Year-long Project work can comprise no more than 16 contact hours of the minimum academic contact hours. Examples of project topics include action research, curriculum design, reflective practice, literature review, application of knowledge**,** case study**,** preparation of the environment**,** assessment**,** transformation of the adult, etc. Topics are subject to approval by the TEP.

6.4.6 PRACTICUM MODELS AND TIME PERIODS – SECONDARY I & SECONDARY I-II Courses
Length of Practicum – Min. 1080 hours

The Secondary practicum is defined as lasting for a full academic year, with the adult learner working with Secondary age students at the practicum site for a minimum of six hours a day, five days a week, for nine consecutive months. Adult learners will complete a practicum assignment in a Montessori Secondary program for early adolescents (ages 12 through 14/15 years) or middle adolescents (ages 14/15 through 18 years of age), according to the level of credential sought.

For the Secondary I–II credential an adult learner may complete the practicum in either a Secondary I or Secondary II classroom.

Alternative scheduling is possible. When an alternate schedule for the practicum experience is utilized, the director must explain the alternative model in the TEP's next annual report.

Age Span of Adolescents
The practicum experience should include adolescents in the full age span for the level at which the adult learner is completing the practicum.

AMS recognizes that in some situations there may be environments that do not have the full 12 through 14/15 or 14/15 through 18 age range. Therefore, it is the responsibility of the TEP director to outline a plan in the adult learner's file and to document how the adult learner receives experience in the full 12 through 14/15 or 14/15 through 18 age range.

Secondary Classroom Materials
The practicum environment must be equipped with the full complement of materials and resources appropriate to the ages and needs of the adolescent. See the *AMS Suggested Materials* lists in Appendix C.

Secondary Practicum
1. The practicum experience must be in a Montessori Secondary school environment.
2. A minimum of three on-site consultation/evaluation visits by a qualified field consultant is required for a supervised practicum.
3. The field consultant must schedule regular consultations with the Secondary adult learner to assess their progress.

4. For the self-directed practicum: a minimum of three on-site consultation/evaluation visits by a qualified field consultant plus additional support that is documented on the AMS Credential Recommendation Form is required. Additional support must include one or more of the following: extra visits, a local mentor teacher, monthly phone or e-mail contact, or other support designed by the director. To best support the growth of the adult learner, the consultations/evaluation visits must be spread throughout the practicum phase.

Entry into Secondary Practicum

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

6.4.7   AMS COMPETENCIES – SECONDARY I & SECONDARY I-II COURSES

AMS has adopted the MACTE Competencies for the Secondary I and Secondary I-II specialist.
See the most current *MACTE Guide to Accreditation*.

Summary Chart **AMS-affiliated SECONDARY COURSES** Minimum Hours for Components	SEC I Minimum contact hours	SEC I-II Minimum contact hours
Prerequisite: Overview Course - Montessori education, birth-12 years (40 hours) - Required for adult learners who do not hold a Montessori Elementary credential - Overview hours are additional to credential course minimum hours below	(40)	(40)
6.4.5.1 Montessori Philosophy (Core)	24	40
6.4.5.2 Classroom Leadership (Core)	80	100
6.4.5.3 Curriculum Design and Implementation (Core)	80	100
6.4.5.4 Adolescent Psychology (Foundational)	24	40
6.4.5.5 Communication and Partnerships with Families (Other)	16	16
6.4.5.8 Year-long Project (Other) Practicum year assignment - Max of 16 contact hours may be applied to meet TOTAL minimum academic hours	0	0
Total minimum hours allocated to components above	224	296
TOTAL Minimum Academic Hours required	**360**	**500** incl. 125 hour at SEC II level
Total allocated hours as a percent of Total Minimum Hours	62%	59%
6.4.6 SECONDARY PRACTICUM	**1080**	**1080**

6.5   ADMINISTRATOR COURSE STANDARDS

6.5.1   AMS PHILOSOPHY AND GOALS: THE ADMINISTRATOR ENVIRONMENT

A Montessori Administrator environment is defined as a **school setting encompassing children of any or all age ranges** – Infant and Toddler (birth to three years), Early Childhood (ages 2 ½ through 6), Elementary I (ages 6 through 9), Elementary II (ages 9 through 12), Secondary I (ages 12 through 15) and/or Secondary II (ages 15 through 18).

The Administrator course will present a comprehensive program to assist current and future heads of Montessori schools to operate in accordance with the philosophy and best practices of Montessori education.

The following characteristics have been identified as describing an Administrator program:
1. A comprehensive study of Montessori philosophy and research of Dr. Montessori's writings
2. A study of all areas of the Montessori curriculum, including the materials and lessons in each area

3. Understanding of and respect for the individual's prior experience, current need, innate abilities, and aspirations
4. Sufficient time to practice and assimilate new ideas and skills
5. Instructors that serve as role models of good leadership, who are attentive, understanding, patient, encouraging, community builders, conflict handlers, role models, and mentors
6. Learning that is practical and prepares one for the challenges of leadership in today's public, charter, and private schools

6.5.2 ADMISSION/CREDENTIAL REQUIREMENTS – ADMINISTRATOR COURSE

For all models, the candidate for an <u>AMS Administrator credential</u> holds a minimum of:

1. A bachelor's degree from a regionally accredited U.S. college/university, or its equivalent
2. For adult learners whose post-secondary studies are outside of the U.S.: An AMS Administrator credential may be awarded to adult learners who hold a minimum of a bachelor's degree from a non-U.S. college/university that is determined *not to be equivalent* to a bachelor's degree from a regionally accredited U.S. college/university by a recognized credential evaluation service or a regionally accredited college/university, while still meeting the nationally recognized post-secondary educational standard in the state, province, or country of issuance. To qualify, the degree's regular program length must include a minimum of three years of study. *The degree and country in which the degree was awarded are indicated on the credential.*
3. Specific prerequisites for each model

PREQUISITES

Administrator Credential – Model 1: For the school administrator who seeks knowledge in the Montessori philosophy/pedagogy and curriculum

The candidate demonstrates administrative ability to include school finance, legal and licensing, curriculum administration, personnel and supervision, program planning, and evaluation through one or more of the following:
1. Holding an approved and valid state license for school administration
2. Being a currently practicing school administrator with at least three years of experience as an administrator
3. Being in process of completing a state recognized collegiate program leading to licensure as a school administrator or equivalent required by state/school

Administrator Credential – Model 2: For the Montessori credentialed teacher who seeks knowledge and skills in school administration

The candidate holds a recognized Montessori credential at the Infant and Toddler, Early Childhood, Elementary I, Elementary I-II, Elementary II, Secondary I, or Secondary I-II level.

Administrator Credential – Model 3: For an individual who seeks knowledge and skills in both Montessori philosophy/pedagogy/ curriculum and school administration

> The candidate holds a bachelor's degree from a regionally accredited U.S. college/university or its equivalent.

For adult learners whose post-secondary studies are outside of the U.S.: An AMS Administrator credential may be awarded to adult learners who hold a minimum of a bachelor's degree or higher from a non-U.S. college/university, and whose degree *is not equivalent* to a bachelor's degree from a regionally accredited U.S. college/university, while still meeting the nationally recognized post-secondary standard in the state/province/country of issuance. ***The degree and country in which the degree was awarded are indicated on the credential.***

6.5.3   FACULTY QUALIFICATIONS – ADMINISTRATOR COURSE
1. **Director**
   In exception to the director's qualifications outlined in Section 5, the director must hold a recognized Montessori credential at any level.
2. **Instructional Staff**
   In exception to instructor qualifications outlined in Section 5:
   a. The instructor(s) of the *core* components in an Administrator teacher education program must have three years' experience as head of a Montessori school after receipt of a recognized Montessori credential at any level.
   b. See Instructor Qualifications in Section 5.
4. **Supervising Teachers:**
   See "Standards and Responsibilities for the Supervising Teacher" in Section 5.

5. **Field Consultants:**
   In exception to the field consultant qualifications in Section 5, field consultants must meet at least one of the following criteria:
   a. Have a minimum of three years of Montessori school administrative experience
   b. Be a member of the administrative course faculty
   c. Hold an AMS Administrator credential

6.5.4   ACADEMIC CONTACT HOURS – ADMINISTRATOR COURSE
   See the chart at the end of this section.

Administrator Credential – Model 1: Focus on Montessori Philosophy and Curriculum Areas
Option A
A minimum of 250 hours that focus on one of the curriculum levels and includes Montessori philosophy. The entire 250 hours must be taken directly from the teacher education program.

OR

Option B
A minimum of 250 hours, to include:

1. A minimum of 150 hours that focus on Montessori Philosophy and Curriculum levels as well as Program Development/Leading a Montessori School
2. A minimum of 100 hours devoted to other related administrative topics such as Educational Leadership and School Operations

Administrator Credential – Model 2: Focus on Administration

A minimum of 250 hours, to include:
1. A minimum of 150 hours that focus on School Operations and Program Development/Leading a Montessori School
2. A minimum of 100 hours devoted to related administrative topics and curriculum beyond the adult learner's present credential

Administrator Credential – Model 3: Focus on Montessori Philosophy and Curriculum and Administration

A minimum of 300 hours, to include:
1. A minimum of 150 hours that focus on Montessori Philosophy and Curriculum, and Program Development/Leading a Montessori School
2. A minimum of 150 hours devoted to related administrative topics such as Educational Leadership and School Operations

All Administrator Credentials
Course delivery and Online Learning
1. A minimum of 165 hours must be presented in-residence for Models 1 and 2.
2. A minimum of 200 hours must be presented in-residence for Model 3.
3. Up to 100% of the content of the following course components may be delivered via online education: Montessori Philosophy, Educational Leadership, School Operations.
4. No more than 20% of the content of the following course components may be delivered via online education: Program Development/Leading a Montessori school, Montessori Curriculum.
5. Hours in excess of the 250 hour minimum for Models 1 and 2, or in excess of the 300 hour minimum for Model 3, may be in-residence or online.

Independent Study

 Up to 25 academic instructional hours may be delivered through independent study pre-approved by the TEP Director. Independent study is defined as special projects, workshops, seminars, conference sessions, or other adult learning experiences that meet the specific identified needs of the adult learner. All independent study hours must be documented by a summary and evaluation.

6.5.5   COURSE COMPONENT DESCRIPTIONS – ADMINISTRATOR COURSE
1. *Core* course components: Program Development/Leading a Montessori School,
2. *Foundational* course components: Montessori Philosophy, Montessori Curriculum
3. *Other* course components: Educational Leadership, School Operations

NOTE: The following course component titles and contents must be used throughout the self-study including the syllabus, personnel charts, and *Curriculum Sequence Summary Chart*.

Minimum hours given for Model A, Model B, and Model C are listed in the chart at the end of this section.

6.5.5.1 Program Development/Leading a Montessori School *(Core)*
1. Creating a learning community in harmony with Montessori principles
2. Working with teachers
3. Working with parents
4. Working with boards/community
5. Starting a school
6. Expansion
7. Accreditation
8. Professional development
9. Observation: This includes lecture and documented observation, some of which may be done during the practicum phase.

It is suggested that academic content of observation precede the practicum observation hours

6.5.5.2 Montessori Philosophy *(Foundational)*
1. Planes of development
2. Montessori's life
3. Montessori's concepts and theories, including peace and cosmic education
4. Montessori in relation to current research and relevance today
5. Personal growth through self-evaluation

6.5.5.3 Montessori Curriculum *(Foundational)*
1. Overview of Montessori curriculum
2. Overview of Montessori materials

6.5.5.4 Educational Leadership *(Other)*
1. Leadership styles
2. Leading and managing
3. Communication skills

6.5.5.5 School Operations *(Other)*
1. Financial management
2. Legal issues
3. Fundraising
4. Strategic planning
5. Marketing and enrollment
6. Recruiting and hiring
7. Public and charter schools

6.5.5.6 Practicum Seminars
A minimum of 16 academic contact hours is required during the practicum phase, if the academic phase is held primarily in the summer.

6.5.5.7 Year-long Project
In class Year-long Project work can comprise no more than 16 academic contact hours. It is a required practicum year assignment that involves independent research and development by the adult learner. Examples of project topics include action research, curriculum design, reflective practice, literature review, application of knowledge**,** case study**,** preparation of the environment**,** assessment**,** transformation of the adult, etc. Topics are subject to approval by the TEP

6.5.6   PRACTICUM MODELS AND TIME PERIODS – ADMINISTRATOR COURSE
Length of Practicum – Min. 720 hours

The Administrator practicum is defined as lasting a full academic year, with the adult learner working at the practicum site in an administrative capacity. The school must contain at least one Montessori classroom that meets the environmental set-up, materials, and age-range of children as required for its level. Assignments are integrated throughout the practicum year.

Three practicum visits are required. To best support the growth of the adult learner, the consultation/evaluation visits must be spread over the practicum phase.

Alternative scheduling is possible. When an alternate schedule for the practicum experience is utilized, the director must explain the alternative model in the TEP's next annual report.

Entry into the Administrator Practicum
No part of the Administrator practicum phase may precede the beginning of the academic phase of the Administrator course. Since the purpose of the practicum is to offer the adult learner the opportunity for practice with the information and insights acquired during the academic phase, **at least 90% of the academic contact hours (not including testing/evaluation) must be completed prior to the end of the practicum experience**.

6.5.7   AMS COMPETENCIES – Administrator Course
AMS has adopted the following competencies for the Montessori Administrator specialist:
1. Demonstrate an understanding of Montessori curriculum, its implementation, and expectations for Montessori teachers
2. Demonstrate an understanding of and an ability to communicate to parents and faculty the sequence of a Montessori curriculum and a rationale for the materials used in Montessori classrooms
3. Demonstrate observational techniques in order to assist and evaluate the quality of the Montessori program, the teaching staff, and its effectiveness with children
4. Demonstrate effective evaluation procedures for working with Montessori staff

5. Demonstrate a strong understanding of the Montessori philosophy and child development
6. Demonstrate an ability to communicate Montessori philosophy to parents, community, and other educational professionals
7. Demonstrate an ability to communicate program goals to staff through professional development in-service programs
8. Demonstrate school leadership in all areas of operation
9. Develop a comprehensive and fully-functioning Montessori community
10. Demonstrate knowledge of school/child-care governmental regulation

Summary Chart **AMS-affiliated ADMINISTRATOR COURSE** **Minimum Hours for Components**	Minimum contact hours	TOTAL Minimum contact hours
MODEL I - Option A		
AMS TEP-affiliate Montessori course curriculum at one age level (IT or EC or EL) – to include the Montessori Philosophy course component	250	**250**
MODEL I - Option B		
6.5.5.1 Program Development/Leading a Montessori School (Core)		
6.5.5.2 Montessori Philosophy (Foundational)	150	
6.5.5.3 Montessori Curriculum (Foundational)		**250**
5.5.5.4 Educational Leadership (Other)		
6.5.5.5 School Operations (Other)	100	
Other Administrative topics		
MODEL II:		
6.5.5.1 Program Development/Leading a Montessori School (Core)		
6.5.5.5 School Operations (Other)	150	**250**
6.5.5.2 Montessori Philosophy (Foundational)		
6.5.5.3 Montessori Curriculum (Foundational)	100	
6.5.5.4 Educational Leadership (Other)		
Other Administrative topics		
MODEL III:		
6.5.5.1 Program Development/Leading a Montessori School (Core)		
6.5.5.2 Montessori Philosophy (Foundational)	150	**300**
6.5.5.3 Montessori Curriculum (Foundational)		
6.5.5.4 Educational Leadership (Other)		
6.5.5.5 School Operations (Other)	150	
6.6.6.7 ALL MODELS: Year-long Project: Practicum year assignment - Max of 16 contact hours may be applied to meet TOTAL minimum contact hours		
ALL MODELS: Independent Study option - Max of 25 hours may be included in the total minimum contact hours when documented		
ALL MODELS: ADMINISTRATOR PRACTICUM	720	**720**

6.6   AMS MONTESSORI INCLUSION ENDORSEMENT

This endorsement rests on the foundation of Dr. Montessori's pedagogy. Dr. Montessori had a rich history of working to support diverse learners, including children with varying disabilities at the Orthophrenic School in Rome. Through her studies, she recognized that children who were challenged in learning experienced what could be referred to as unequal development. The diagram of the four planes of development for the typical child shows all of the lines from birth to age 24 as straight lines. For the child with disabilities, these lines are better indicated as wavy lines, because of the child's unequal development. Dr. Montessori saw these differences in children and spoke of the need to follow all children through techniques of observation and assessment. This information is then analyzed in order to plan for individualized instruction, to meet the needs of individual children.

A note about language: The Montessori Inclusion Endorsement is a further study of Montessori practices with focused attention on educating students with disabilities. A variety of terms may be used to refer to such students, such as "diverse learners" or "children with exceptionalities/learning differences." In order to maintain consistency with AMS school accreditation and the Individuals with Disabilities Education Act, the terminology "students with disabilities" will be used to refer to children and adolescents of varying exceptionalities who may be identified with any of the other terms listed above.

6.6.1   AMS PHILOSOPHY AND GOALS: THE INCLUSIVE ENVIRONMENT

The AMS Montessori Inclusion Endorsement is designed for the Montessori teacher holding a recognized credential who seeks knowledge and skills for fully integrating an inclusive classroom model that meets the needs of students with disabilities. The endorsement incorporates the teacher and learner practices used in Montessori schools, while recognizing and honoring the needs of students with disabilities. This endorsement is aimed at further supporting high quality Montessori instruction, as evidenced by learning outcomes.

The environment reflects the influence of these adult behaviors:

1. Preparation of a clean, orderly environment
2. Demonstration and encouragement of care and precision in movement, and the organization and use of materials and equipment
3. Encouragement of the student's selection of activity
4. Encouragement of the student's participation in maintaining the environment
5. Demonstration of strategies for use of materials
6. Acknowledgement of and provision for expression of each student's social needs
7. Acknowledgement of and responsiveness to each student's emotional needs
8. Acknowledgement of and responsiveness to each student's self-expression
9. Ongoing monitoring and overview of the environment (observation)
10. Communicating rules and procedures appropriate to the situation
11. Modeling and facilitating pro-social behavior
12. Modeling and facilitating positive techniques for conflict resolution
13. Modeling and facilitating egalitarian interaction
14. Providing effective leadership in group activities
15. Communicating and coordinating activities with team members

6.6.2 ADMISSION/CREDENTIAL REQUIREMENTS – MONTESSORI INCLUSION ENDORSEMENT
The candidate for an AMS Montessori Inclusion Endorsement holds a minimum of:
1. A bachelor's degree from a regionally accredited U.S. college/university, or its equivalent as determined by a recognized credential evaluation service (See Section 5.3, Transcript requirements for adult learners who do not have a bachelor's degree or higher from a regionally accredited U.S. college/university, for more information about recognized credential evaluation services).
2. For adult learners whose post-secondary studies are outside of the U.S.: The Montessori Inclusion Endorsement may be awarded to adult learners who hold a minimum of a bachelor's degree from a non-U.S. college/university that is determined not to be equivalent to a bachelor's degree from a regionally accredited U.S. college/university by a recognized credential evaluation service or a regionally accredited college/university, while still meeting the nationally recognized post-secondary educational standard in the state, province, or country of issuance. To qualify, the degree's regular program length must include a minimum of three years of study. The degree and country in which the degree was awarded are indicated on the credential.
3. An AMS recognized Montessori credential at any level (See Section 5.5, AMS Standards for Teacher Education Programs, for a definition of "recognized Montessori credentials").
4. A minimum of one year teaching experience in a Montessori environment after receipt of credential.

6.6.3 FACULTY QUALIFICATIONS – MONTESSORI INCLUSION ENDORSEMENT
1. **Director**
   In addition to the director qualifications outlined in Section 5, the director must hold a degree in Special Education or a related service area such as Speech and Language Pathology, Physical Therapy, Occupational Therapy, or a related specialized training in working with students with disabilities. If the director does not have at least one of these, a qualified coordinator with at least one of the above qualifications must be appointed as a TEP coordinator for the endorsement.

2. **Instructional Staff**
   AMS values a diversity of perspectives. Therefore, the following requirements are set forth to ensure a model of inter-professional co-teaching for the adult learner. In addition to instructional staff qualifications outlined in Section 5, the following qualifications also apply within the Montessori Inclusion Endorsement course:
   a. 100% of instructors must have a minimum of a bachelor's degree from a regionally accredited U.S. college or university, or its equivalent as determined by a recognized credential evaluation service.
   b. If the teacher education program is outside the U.S. – instructional staff must meet the nationally recognized post-secondary educational standard applied in that country, as documented in writing by the educational authority in that country.
   c. At least one faculty member must hold a minimum of a bachelor's degree in Special Education, or a related service area such as Speech and Language Pathology, Physical Therapy, or Occupational Therapy, or a related specialized training in working with students with disabilities. Remaining instructors must have, at a minimum, a recognized Montessori credential, plus documented evidence of a minimum of 12 university credit hours in Special Education or related specialized

training in working with students with disabilities.

   d. The Montessori Inclusion Endorsement course must have a minimum of three instructional faculty members.

   e. All Montessori instructional staff members must have at least three years of Montessori teaching experience in an inclusive Montessori environment after receipt of the Montessori credential. Experience in an inclusive environment is to be evidenced by a qualified resume and a letter of recommendation by a school administrator.

   f. Guest lecturers are instructors with specialized expertise in the course subject as evidenced by a resume, specialized education and experience, and two letters of professional reference. Guest lecturers may be utilized for up to 50% of the total contact hours for one core or foundational course component by the TEP. Course components designed as "Other" may be presented by guest lecturers without limitation.

3. **Montessori Inclusion Coordinator**

In the event a TEP director does not hold a degree in Special Education, Occupational Therapy, Physical Therapy, Speech Language Pathology, or a related specialized training in working with students with disabilities, an inclusion coordinator must be appointed. The inclusion coordinator must have:

   a. A bachelor's degree or its equivalent (as defined in the director qualifications) in Special Education or a related service area such as Speech and Language Pathology, Physical Therapy, Occupational Therapy, or a related specialized training in working with students with disabilities. (Ex. MACAR I/II)

   b. Current AMS membership.

4. **Field Consultant Types:**

   a. **Montessori Field Consultant**

      1. In addition to the qualifications for a field consultant listed in Section 5, the Montessori Field Consultant must hold a minimum of a bachelor's degree from a regionally accredited U.S. college/university, or its equivalent as determined by a recognized credential evaluation service

      2. If the teacher education program is outside the U.S., the Montessori Field Consultant must meet the nationally recognized post-secondary educational standard applied in that country, as documented in writing by the educational authority in that country.

      3. A recognized Montessori credential at the level of supervision, and either:

         a. documented evidence of a minimum of 12 university credit hours in Special Education or a related service area such as Speech and Language Pathology, Physical Therapy, or Occupational Therapy, or

         b. related specialized training in working with students with disabilities.

      4. Three years Montessori teaching experience in an inclusive Montessori environment at the level being observed, following receipt of a Montessori credential at that level.

   b. **Specialist Field Consultant**

      1. If the teacher education program is within the U.S. – A minimum of a bachelor's degree from a regionally accredited U.S. college/university, or its equivalent as determined by a recognized credential evaluation service

         a. If the degree is from a non-U.S. regionally accredited college or university, a transcript must be submitted to a U.S. credential

evaluation service (e.g., a member of NACES – the National Association of Credential Evaluation Services- www.naces.org) for credit equivalency evaluation. Accredited colleges and universities in the U.S. may also make such evaluations. If the evaluation determines that the non-U.S. transcript is equivalent to a bachelor's degree or higher in the U.S., this requirement has been met.

    b. If the teacher education program is outside the U.S. – The nationally recognized post-secondary educational standard applied in that country as documented in writing by the educational authority in that country.

2. Holds a bachelor's degree in special education or another service related area such as Speech and Language Pathology, Physical Therapy, Occupational Therapy, and each of the following:

    a. Three years of experience working within an inclusive Montessori environment

    b. Evidence of ongoing Montessori professional development over the last three years

    c. Current AMS membership

Note: Five years after the first cohort of adult learners have earned the Montessori Inclusion Endorsement, all instructors and specialist field consultants must have earned the Montessori Inclusion Endorsement and hold a recognized Montessori credential at the level at which they instruct and/or supervise.

6.6.4 MONTESSORI INCLUSION ENDORSEMENT DIRECTOR AND FACULTY LEARNING REQUIREMENT

To develop an endorsement course that allows for effective inter-professional partnership and adult learning experiences, the following learning requirements have been established:

1. Prior to program design, directors must attend a webinar on suggested program design, intended learning outcomes, and assessment of learning outcomes.
2. Before the start of instruction, all instructional staff, specialist field consultants, program coordinators, and directors must participate in documented meetings/conversations between all faculties involved in the development the endorsement program.
3. Before the start of instruction, specialists not holding a Montessori credential must engage in a minimum of 10 hours of Montessori overview studies and 4 hours of directed observations in inclusive Montessori environments.
4. Before the start of instruction, all instructional staff, specialist field consultants, TEP coordinators, and directors must attend an AMS-offered course on Montessori and inclusive environments. This course will share philosophical tenets that are embedded in Montessori as a scientific model for the instruction of students with disabilities, and offer guidance on best pedagogical practices for adult learners in a Montessori environment.

6.6.5 ACADEMIC CONTACT HOURS – MONTESSORI INCLUSION ENDORSEMENT

1. AMS-affiliated teacher education programs must offer an academic phase of at least 158 contact hours for the Montessori Inclusion Endorsement.

    a. A minimum of 48 hours for Differentiated Instruction must be presented in-residence. Hours in excess of the 158 minimum or the individual course level

minimums may be in-residence or delivered via online education.

 b. Up to 100% of the foundational course components may be delivered via online education.

 c. Course components, or portions of course components, which relate to material presentations, accommodations, or assistive technologies may only be presented in- residence.

2. Supervised field experiences throughout the Montessori Inclusion Endorsement—the adult learner will engage with students with disabilities and/or in the process of being identified in inclusive Montessori classrooms, in order to learn successful techniques of interaction, assessment, and observation. This experience will be guided by the instructors and supervisors of the endorsement program.

6.6.6 COURSE COMPONENT DESCRIPTIONS – MONTESSSORI INCLUSION ENDORSEMENT

1. Core course components: Differentiated Instruction with EC Montessori Materials, Differentiated Instruction with Elementary Materials, Differentiated Instruction with Adolescents
2. Foundational course components: History and Foundations of Montessori and Inclusive Practices, Inclusive Practices for Students with Disabilities, Observation and Assessment for Inclusion, Classroom Management for an Inclusive Montessori Environment, Partnering with Families and Inter-Professional Relationships, Case Study

The following course component titles and contents must be used throughout the self-study, including the syllabus, personnel charts, and curriculum sequence summary chart.

6.6.6.1 History and Foundations of Montessori and Inclusive Practices (Foundational) – Min. 25 hours

This content must be presented prior to all other parts of the curriculum.

1. History of Montessori as a pedagogical model for inclusive practices to include: the impact of the theorists that Montessori studied, planes of development of typical children/adolescents as well as children with disabilities, sensitive periods, and Montessori teachers as scientists
2. Introduction to educational policies, programs, practices, and services specific to students with disabilities
3. Professional and ethical practices
4. Current Laws and Policies
5. The formal process for evaluation for special education services
6. Characteristics of diverse learners (including all IDEA disabilities types and their characteristics) Disability range / types
7. Academic Language and Professional Vocabulary related to Special Education
8. Introduction to inter-professional working relationships
9. Overview of IFSP, IEP and 504 Plans

6.6.6.2 Inclusive Practices for Students with Disabilities (Foundational) – Min. 30 hours + 5 hours supervised field experience

1. Best practice models for inclusive classrooms using accommodations and modifications for students with disabilities
2. Address:

a. Cognitive development and processing (intellectual deficits)
b. Language development, processing, and communication (speech language disorder)
c. Social/emotional development (primary emotional problems)
d. Development of sustained attention
e. Motor development
f. Daily living

3. Models of co-teaching and collaboration
Five hours of supervised field experience: observing for characteristics of students with disabilities *(It is recommended that field experience hours occur as part of the course. However, they may be moved to the practicum phase, if necessary).*

6.6.6.3 Observation and Assessment for Inclusion (Foundational) – Min. 25 hours + 5 hours supervised field experience

1. Legal, ethical, and professional responsibilities in assessment and evaluation
2. Observations and documentation in the classroom
3. Recording, compiling, and interpreting information
4. Case histories and parent and teacher interviews
5. Understanding assessment reports, the protocol for tests, normal curves, standard scores, percentiles, etc.
6. Evaluation of students who speak languages other than their native country's language (e.g. English language learners) Evaluation and diverse families
7. Using data to inform practices and develop strategies
8. Developing a case study
9. Field experience: interview practitioners to determine how observation and data are used to inform practices and provide feedback for individual students over a period of time. *(It is recommended that field experience hours occur as part of the course. However, they may be moved to the practicum phase, if necessary.)*

6.6.6.4 Classroom Management in an Inclusive Montessori Environment (Foundational) – Min. 10 hours + 5 hours of supervised field experience

1. Behavior supports and modifications (empowering for self-control and appropriate behavior)
2. Measurements and analysis of behavior
3. Strategies and classroom modifications
4. Progress monitoring of assessments and modification
5. Five hours of supervised field experience: Discuss with a Montessori classroom teacher their strategies and modifications currently in use. Observe interactions between the teacher and students in order to understand the application of these strategies and modifications. *(It is recommended that field experience hours occur as part of the course. However, they may be moved to the practicum phase, if necessary.)*

6.6.6.5 Partnering with Families and Inter-Professional Relationships (Foundational) – Min. 20 hours

1. Understanding family systems
2. Communication and support for parent and family advocacy
3. Understanding the influence of cultural differences on education, including a

focus on English language learners and working with translators
4. Working with students living in poverty
5. Communicating inter-professionally (OT/PT/SLP)
6. Creating a team to support the student
7. How to collaborate in order to advocate for the student during IEP/IFSP meetings
8. Preparing a family for an evaluation or IEP/IFSP meeting
9. How to create collaborative relationships with your school district or private service agencies.
10. How to "invite" families and professionals into the Montessori environment

6.6.6.6 Differentiated Instruction

    6.6.6.6.1   **Differentiated Instruction with Early Childhood Materials (Core) Min. 48 hours + 10 hours supervised field experiences –** Apply new knowledge regarding differentiated instruction with materials and lessons to everyday classroom interactions with students. *(It is recommended that field experience hours occur as part of the course. However, they may be moved to the practicum phase, if necessary.)*

    6.6.6.6.2   **Differentiated Instruction with Elementary Materials (Core) Min. 48 hours + 10 hours supervised field experiences –** Apply new knowledge regarding differentiated instruction with materials and lessons to everyday classroom interactions with students. *(It is recommended that field experience hours occur as part of the course. However, they may be moved to the practicum phase, if necessary.)*

    6.6.6.6.3   **Differentiated Instruction with Adolescents (Core) Min. 48 hours + 10 hours supervised field experiences** – Apply new knowledge regarding differentiated instruction with materials and lessons to everyday classroom interactions with students. *(It is recommended that field experience hours occur as part of the course. However, they may be moved to the practicum phase, if   necessary.)*

        Course outline for all levels:
        1. Models for instruction and assessment
        2. Classroom based interventions, accommodations, modifications, and progress monitoring
        3. Lesson plan development
        4. Observation and reflection in teaching practices
        5. Portfolio review
        6. Inter-professional teaming
        7. Ten hours of supervised field experiences

        Supervised Field Experiences
        Allow an adult learner to either observe for application of a course's intended outcomes or engage in their application, while being supervised by the classroom teacher. For optimum learning experiences, it is recommended that field experiences occur while taking the academic phase of the course. In the event that the academic phase of the course occurs when schools are not in session, hours for supervised field experiences must be added to the hours

required for the practicum phase.

6.6.7 PRACTICUM MODELS AND TIME PERIOD – MONTESSORI INCLUSION ENDORSEMENT
Length of practicum – 16 consecutive weeks of instructional class time, plus a minimum 8 contact hours for feedback and up to 12 contact hours for presentations of case studies. Feedback and presentation hours may be completed in-residence or online. Online hours must be synchronous.

Infant & Toddler and Early Childhood Practicum – 240 hours
The Infant & Toddler and Early Childhood practicum takes place in an inclusive Montessori Infant & Toddler or Early Childhood environment at the practicum site with an approved supervising teacher for three hours a day, five days a week for 16 consecutive weeks. An inclusive Montessori environment indicates that at least one student has a documented disability or is in the process of being identified (see below for definitions). Adult learners in the practicum phase must convene at least four times across the 16 weeks, for at least 8 hours total, in order to provide discussion about curriculum design, classroom management, and the sharing of ideas. These hours may be in-residence and/or online.

Elementary and Secondary Practicum – 480 hours
The Elementary and Secondary practicum takes place in an inclusive Montessori Elementary or Secondary environment at the practicum site for a minimum of six hours a day, five days a week, for 16 consecutive weeks. An inclusive Montessori environment indicates that at least one student has a documented disability or is in the process of being identified (see below for definitions). The practicum students must convene at least four times across the 16 weeks, for at least 8 hours total, in order to provide discussion about curriculum design, classroom management, and the sharing of ideas. These hours may be in-residence and/or online.

Model 1: Supervised Practicum
1. The supervised practicum requires that the adult learner participate in the inclusive M o n t e s s o r i classroom of a qualified supervising teacher at an approved school site.
2. The adult learner may not be asked to assume total responsibility for a class without the presence of a qualified supervising teacher or other qualified staff person.

Model 2: Self-Directed Practicum
1. All requirements for the supervised practicum also apply to the self-directed practicum, with the exception that the adult learner has full responsibility for the inclusive Montessori class without the daily guidance of a qualified supervising teacher in the classroom. Additional support must be provided by the teacher education program to the self-directed adult learner, and must be documented on the Endorsement Recommendation Form.
2. Adult learners may qualify for the self-directed practicum with one or more of the following prerequisites, along with written approval of the teacher education program director:
   a. Prior experience as an assistant in a Montessori environment
   b. Two or more years of previous teaching experience
   c. A bachelor's degree from a regionally accredited U.S. college or university, or its

equivalent as determined by a recognized credential evaluation service

Case Study
Create a case study that allows for the integration and application of information learned in the academic phase. The case study will also incorporate student engagement through group presentations, shared discussions, and feedback. Up to 12 contact hours may be used for the presentation of the case study to the class, discussion of findings, and adult learner feedback. Case study presentations should occur during the practicum phase, and may be in-residence or online in a synchronous session.

Conducting Field Visits
A Montessori or specialist field consultant must be able to perform the following:
1. Observe the adult learner's class a minimum of three times during the 16 week period and provide a written report of each observation. To best support the growth of the adult learner, the consultations/evaluation visits must be spread throughout the practicum phase.
2. Each observation must include a minimum of two hours to assess the adult learner's progress in the classroom. The visit should also include communication with the adult learner, supervising teacher and, if appropriate, the supervising intervention specialist and/or the head of school.
3. One of the three required visits for a practicum may be conducted by video. It is recommended that this be the second visit, though there are circumstances when this may be more appropriate for the first or final visit. Visits beyond the required minimum three visits may also be conducted by video or video conferencing at the director's discretion.
4. The field consultant cannot be the adult learner's supervising teacher.

Entry into the Montessori Inclusion Endorsement practicum
No part of the practicum may precede the beginning of the academic phase of the course.

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

Practicum site requirements:
An inclusive Montessori environment is described as a setting for students that reflects the following characteristics:

1. Equipped with a full complement of Montessori materials for the age group, as well as the necessary therapeutic materials to meet the needs of the students
2. Uses appropriate multi-age grouping for the age level of the practicum
3. Includes at least one teacher holding a recognized credential for the age group being taught
4. Enrolls students with disabilities, and welcomes them and their families

5. Supports inclusion as part of the school culture and at the administrative level
6. Supports students with disabilities in the Montessori classroom by individualizing curricula to support strengths and meet needs
7. Works to support both the family and the student with disabilities
8. Collaborates with a wide variety of specialists, including, but not limited to, speech language pathologists, occupational therapists, and physical therapists, as determined by needs and disability designation of the student
9. Considers information gathered during the development of Individual Family Service Plans (IFSP), Individual Education Plans (IEP), 504 Plans, and/or any professionally prepared developmental assessment, and uses the information to design instruction, adaptation, and accommodations as necessary
10. Complies with all applicable legal mandates regarding the implementation of an IFSP, IEP, or 504 Plans
11. Works in partnership with families of students with suspected disabilities to advocate for them, navigate the special education evaluation process, and assist in locating additional services for the student
12. Maintains consistent assessment and observation notes on all students in the TEP to document their progress and to be aware of any potential delay in development
13. Understands assessment as a way of screening students, to obtain a profile of the student's strengths and areas in need of support as a learner
14. Prioritizes professional development in the area of inclusive practice

While some schools exclusively serve students with diagnosed disabilities, in schools that do not exclusively serve the specific population, an inclusive Montessori classroom for a practicum setting will have at least one student enrolled in the class with a documented disability, or in process of being identified, who is integrated into a class with students who do not have disabilities.

Definitions:
- A *student with a documented disability* is defined as: a student who has completed a formal special education evaluation and has received a particular disability diagnosis. A student with a documented disability will have one of the following: a Section 504 Plan, an IEP, an IFSP, or a diagnosis from a qualified private specialist.
- *Being identified* is defined as: showing early signs and characteristics of students with disabilities and/or difficulty with sustained attention.

6.6.8 AMS COMPETENCIES – MONTESSORI INCLUSION ENDORSEMENT
AMS has adopted the following competencies for the AMS Montessori Inclusion Endorsement:
1. Demonstrate an understanding of Montessori history and pedagogy and their alignment to the inclusive teaching environment.
2. Demonstrate an understanding of how to follow students and support their learning according to the Montessori continuum of materials.
3. Demonstrate an understanding of students with disabilities, the range of disability types,

and the implications of these disabilities on a student's life.

4. Demonstrate observational and assessment techniques with students in order to understand a student's strengths and needs.
5. Demonstrate an understanding of and an ability to communicate to parents and inter-professionally about a student's strengths, needs, and potential delays in development.
6. Demonstrate an ability to make adaptations and modifications in the Montessori classroom to support the student with disabilities.
7. Demonstrate a strong understanding of the laws and policies that surround special education.
8. Demonstrate a willingness to welcome and include students with disabilities in the Montessori classroom.
9. Demonstrate an ability to work collaboratively with families and inter-professionally to support the student with disabilities.

AMS will work with teacher education program instructors and specialists to develop an exit survey that can be used to:

1. Support AMS and TEAC in further development of the endorsement and its requirements, including but not limited to learning outcomes.
2. Determine the adult learners' mastery of the endorsement course content and practices.
3. Help the TEPs determine the effectiveness of their teaching practices and their endorsement course.

	Summary Chart AMS-affiliated MONTESSORI INCLUSION ENDORSEMENT COURSE Minimum Hours for Components	Minimum Contact Hours*	Supervised Field Experience Hours
6.6.6.1	History and Foundations of Montessori and Inclusive Practices (Foundational) - prerequisite for all other course components	25 Online or IR	-
6.6.6.2	Inclusive Practices for Students with Disabilities (Foundational)	30 Online or IR	5
6.6.6.3	Observation and Assessment for Inclusion (Foundational)	25 Online or IR	5
6.6.6.4	Classroom Management in an Inclusive Montessori Environment (Foundational)	10 Online or IR *	5
6.6.6.5	Partnering with Families and Inter-Professional Relationships (Foundational)	20 Online or IR	-
6.6.6.6	Differentiated Instruction at an age level (Core) One of the following: - with EC Montessori Materials - with Elementary Materials - with Adolescents	48 Must be IR	10
	Total minimum hours allocated to components above	158	25
	TOTAL Minimum Academic & Experience Hours required	158	25
6.6.7	MONTESSORI INCLUSION PRACTICUM The cohort meets at least 4 times (8 hours min. total) during the practicum The practicum required 16 consecutive weeks for both Models 1 and 2. Online (synchronous, required) or IR		
	Model 1: IT or EC class - 5 days week, 3 hours per day		240
	Model 2: EL or SEC class - 5 days week, 6 hours per day		480
	Case Study – Required practicum assignment. Up to 12 hours, online (synchronous) or in-residence		
*NOTES	Online hybrid courses: A minimum of 48 contact hours are to be presented in-residence.		

6.6.9   TRANSFER POLICY – MONTESSORI INCLUSION ENDORSEMENT

1. Transfer of contact hours and/or credits from teacher education programs recognized by AMS (AMI and MACTE-accredited programs) will be considered.
2. The TEP must develop a written policy and procedure for the transfer of Montessori credentialed teachers from another recognized Montessori credential program, accredited university, certificate programs (such as IDA and MACAR) in keeping with the following standards:

   The candidate must:
   a.   Have a degree in keeping with AMS credential requirements.

b. Be within a three-year time limit following receipt of certificate or credit hours from an accredited college/university.

The TEP must:
a. Review and evaluate previously completed academic and practicum work, and consider the cost of the review.
b. Notify the prospective adult learner in writing with the fees and time required to complete all transfer requirements.
c. Review and evaluate the certificate, credit hours, and portfolio of the candidate, and utilize proficiency pretesting to plan a program of study, if appropriate.
d. Determine the minimum requirements of the academic phase that the candidate must take to fulfill AMS qualifications
e. Require all candidates take Montessori philosophy and theory from the TEP that will recommend the adult learner for the endorsement
f. Accept no more than 50 hours of transfer credit towards the Montessori Inclusion Endorsement.
g. Not accept coursework that is more than three years old for transfer

7.0 <u>AMS STANDARDS FOR ONLINE LEARNING (DISTANCE EDUCATION)</u>

HISTORY

MACTE invited accredited TEPs to participate in a pilot study of utilizing delivery via Distance Education in 2007. A number of AMS-affiliated TEPs took part in the study, but the resulting data was not made available to AMS. MACTE adopted Distance Education standards that allowed for delivery of more contact hours delivered by Distance Education than AMS was prepared to endorse. TEAC developed and adopted Distance Education standards in 2012, allowing the use of Distance Education for course components related to theory, rationale, and philosophy within course components and limiting its use for materials-based, or methods, components.

AMS changed terminology from Distance Education to Online Learning in 2017. MACTE continues to use the term Distance Education. "Online Learning" will be the term used exclusively throughout this section, and implies "Online Learning/Distance Education."

TEAC continues to seek research to validate additional use of Online Learning for Montessori methods courses from data gathered within the Montessori community and research from other institutions using Online Learning for methods-based courses. The AMS requirements for Online Learning continue to balance the concerns of those who are opposed to allowing a majority of online learning components in the absence of credible Montessori specific research, particularly for methods classes, and the desire to allow those who believe in the validity and reliability of outcomes in Online Learning to continue to develop and offer these methods of delivery.

TEAC continues to study the viability of delivery methods and will continue to review these standards as more data is gathered. In 2016, TEAC studied the standards currently used by various institutions of higher education and updates to the MACTE Guide to Accreditation and used this information to revise the process required in the AMS Online Learning application process. TEAC continues to work to assure that all adult learners in AMS teacher education programs have access to high quality programs, whether delivered online or in-residence sessions.

7.1   METHODS OF DELIVERY

Section 2.1 of the *AMS Handbook for Teacher Education Program Affiliation* states, "the rights of programs and their sponsoring institutions to do the following are acknowledged by the Teacher Education Action Commission (TEAC): Determine the format of curriculum and methods of instruction, so long as AMS policies and procedures are followed". No matter the method or origin of delivery, in-residence (face-to-face) or online, TEAC advocates that course directors and faculty research and study best practices and effective delivery of adult education and apply those ideals as they plan, deliver, and review their courses. The content, organization, plans and methods of instruction, and methods of assessment all are critical determinants of outcome.

TEPs using Online Learning must demonstrate that they have studied and adopted best practices for that format. TEAC will only consider hybrid, or blended courses for affiliation.

TEAC used the following documents for its 2016 review of best practice in Online Learning.

1. "Interregional Guidelines for the Evaluation of Distance Education" from the Middle States Commission on Higher Education. (2011.)
2. "Standards from the Quality Matters Higher Education Rubric, Fifth Edition. (10/15)
3. "Establishing a Quality Review for Online Courses" Chao, Saj, and Tessier, *Educause Review,* 2006

TEAC has prepared resources to assist TEP directors in discovering and implementing high standards of quality in online delivery. A list of Online Learning terms may be found in the Glossary. The AMS Online Learning Questionnaire and Checklist may be found on the AMS website, on the page: TEP Affiliation and Application Forms.

7.2 ONLINE LEARNING (DISTANCE EDUCATION) POLICIES

In response to the increased desire of some AMS-affiliated TEPs to explore the use of Online Learning (Distance Education) for delivery of parts of their education courses, TEAC has created standards for Online Learning (Distance Education) for AMS-affiliated teacher education programs. When reviewing Online Learning courses for affiliation, TEAC looks for evidence that adult learner-adult learner and adult learner-faculty interaction is supported, continuous and required; that instructors have been trained in online delivery; that course models have been revised and adopted, not replicated, for online presentation; and that assessment is appropriate.

These policies address:
1. Permitted hours for overview courses – for ***core, foundational, other*** course components by level
2. How to translate online hours into academic contact hours
3. Comparing MACTE and AMS requirements for Online Learning/Distance Education
4. Approval process: Substantive Change #5B for Online Learning/Distance Education

7.2.1 PERMITTED HOURS FOR OVERVIEW COURSES – for *Core, Foundational, Other* Course Components by Level
NOTE:
1. Use of technology and web-enhanced strategy during in-residence sessions with adult learners does <u>not</u> count towards online learning hours, so long as the course instructor is present in the classroom.
2. Occasional use of technology and web-enhanced strategy during in-residence sessions to support individual adult learners with unavoidable absences does <u>not</u> count towards online learning hours. Outcomes of such occasional use must be documented in writing and placed in the adult learner's file.

7.2.1.1 Overview Course for Infant and Toddler, Elementary and Secondary levels
Up to 100% of required overview courses for Infant and Toddler, Elementary and Secondary courses may be delivered by Online Learning (overview course hours do <u>not</u> count as part of the total academic contact hours required for a course).

7.2.1.2 Time Limits by Level and Course Component

Infant and Toddler	210 hours minimum, 142 hours of which must be in-residence
Core *Philosophy Pedagogy Environmental Design Child, Family, and Community	**Online Learning options:** As long as the minimum hours stated above for in-residence delivery are met, the following applies: • Starred course components – up to 100% of content may be delivered online • No more than 20% of each non-starred course component may be taught online • Hours in excess of the 210 hours minimum may be in-residence or online
Foundational *Observation Personal Growth & Development Program Leadership	
Other *Child Development	Up to 100% of the required overview course for Infant and Toddler may be delivered online. Overview course hours do <u>not</u> count as part of the total academic contact hours required for the course.
Early Childhood	**300 hours minimum, 200 hours of which must be in-residence**
Core Practical Life Sensorial Language Mathematics Physical and Life Science Social Studies *Classroom Leadership	**Online Learning options:** As long as the minimum hours stated above for in-residence delivery are met, the following applies: • Starred course components – up to 100% of content may be delivered online • No more than 20% of each non-starred course component may be taught online • Hours in excess of the 300 hours minimum may be in-residence or online
Foundational *Philosophy *Observation	
Other *Child Development Art, Music, Movement *Parent Involvement/Education	
Elementary I Elementary II	325 hours minimum, 210 of which must be in-residence 325 hours minimum, 210 of which must be in-residence
Core Mathematics Geometry Language Geography History Biological Sciences Physical Sciences *Curriculum Design and Strategies *Classroom Leadership	**Online Learning options:** As long as the minimum hours stated above for in-residence delivery are met, the following applies: • Starred course components – up to 100% of content may be delivered online • No more than 20% of each non-starred course component may be taught online • Hours in excess of the 325 hours minimum may be in-residence online

Foundational *Philosophy Practical Life	Up to 100% of the required overview course for Elementary may be delivered online. Overview course hours do <u>not</u> count as part of the total academic contact hours required for the course.
Other *Child Development Movement and Physical Education Visual Arts and Crafts Music	
Elementary I–II	**500 hours minimum, 175 of which must be at the Elementary II level** **210 hours at EI and 115 hours at EII level must be in-residence**
Core Mathematics Geometry Language Geography History Biological Sciences Physical Sciences *Curriculum Design and Strategies *Classroom Leadership	**Online Learning options:** <u>As long as the minimum hours stated above</u> for in-residence delivery are met, the following applies: • Starred course components ─ up to 100% of content may be delivered online • No more than 20% of each non-starred course component may be taught online • Hours in excess of the 175 hours minimum for Elementary II may be in-residence or online.
Foundational *Philosophy Practical Life	Up to 100% of the required overview course for Elementary may be delivered online. Overview course hours do <u>not</u> count as part of the total academic contact hours required for the course.
Other * Child Development Movement and Physical Education Visual Arts and Crafts Music	
Secondary I	**360 hours minimum, 270 of which must be in-residence**
Core * Montessori Philosophy Classroom Leadership Curriculum Design/Implementation	**Online Learning options:** <u>As long as the minimum hours stated above</u> for in-residence delivery are met, the following applies: • Starred course components ─ up to 100% of content may be delivered online • No more than 20% of each non-starred course component may be taught online • Hours in excess of the 360 hours minimum may be in-residence or online.
Foundational Adolescent Psychology	
Other *Communication and Partnerships with Families	Up to 100% of the required overview courses for Secondary may be delivered online. Overview course hours do <u>not</u> count as part of the total academic contact hours required for the course.
Secondary I-II	**500 hours minimum, 385 of which must be in-residence**
Core *Montessori Philosophy Classroom Leadership Curriculum Design/ Implementation	**Online Learning options:** <u>As long as the minimum hours stated above</u> for in-residence delivery are met, the following applies: • Starred course components ─ up to 100% of content may be delivered online
Foundational	

Adolescent Psychology	• No more than 20% of each non-starred course component may be taught online • Hours in excess of the 500 hours minimum may be in-residence or online. Up to 100% of the required overview courses for Secondary may be delivered online. Overview course hours do <u>not</u> count as part of the total academic contact hours required for the course.
Other *Communication and Partnerships with Families	
Administrator	**Model 1 and 2: 250 hours minimum, 165 of which must be in-residence** **Model 3: 300 hours minimum, 200 of which must be in-residence**
Core Program Development/Leading a Montessori School	**Online Learning (Distance Education) options:** As long as the minimum hours stated above for in-residence delivery are met, the following applies: • Starred course components – up to 100% of content may be delivered online • No more than 20% of each non-starred course component may be taught online • Hours in excess of the 250 hours minimum (Models 1 and 2) or in excess of 300 hours minimum (Model 3) may be in-residence or online. Up to 100% of the required overview course for Administrator may be delivered online. Overview course hours do <u>not</u> count as part of the total academic contact hours required for the course.
Foundational *Montessori Philosophy Montessori Curriculum	
Other *Educational Leadership *School Operations	

7.2.2   TRANSLATING ONLINE LEARNING HOURS INTO ACADEMIC CONTACT HOURS

TEP directors should allow the same amount of academic content time for the delivery of course components online that they would allow in class (face-to-face) for the same component of the course. This includes the class time allotted for discussion, response, practice and collaboration. Just as adult learners in class may need to complete some activities after class ends, so too will adult learners have work to do online above and beyond the hours allowed for academic content in the syllabus.

7.2.3   COMPARING MACTE AND AMS REQUIREMENTS FOR ONLINE LEARNING/DISTANCE EDUCATION

The following MACTE and AMS requirements will assist AMS-affiliated TEPs in understanding the differing requirements of AMS and MACTE.

MACTE Requirements (as cited from Section H of the 2016 _MACTE Guide to Accreditation_ the MACTE Distance Education Policy)

1. Budgets and policy statements must reflect a commitment to the Adult Learners for whom the distance education certification course is designed. There must be evidence that the course is financially sustainable.
2. Regardless of course delivery, the course content must remain the same.
3. The TEP must ensure that adult learners have access to adequate resources, and skills to participate effectively in distance education.

4. Appropriate technical assistance must be available to adult learners and faculty members.
5. Faculty members must have training appropriate to their respective roles in the distance education certification course.
6. The TEP must have effective means to support, monitor, and evaluate the work of faculty.
7. The online community of faculty and adult learners and among adult learners must be reflected in the design of the certification course.
8. The TEP must have a plan for comprehensive, ongoing evaluation of the distance education certification course, and must provide documentation regarding the evaluation process.
9. Overall effectiveness of the distance education certification course must be determined by measures such as the degree to which the course meets its intended outcomes. TEP outcomes must be comparable to those of in-residence certification courses.
10. The TEP must ensure that the adult learner who registers in a distance education course is the same adult learner who participates in and completes the course, and receives the academic credit.

Additional AMS requirements
1. Online Learning course components must demonstrate opportunities for adult learner interaction with each other and with the instructor through all aspects of the course.
2. Montessori materials courses must employ video conferencing or other visual methods for adult learners to demonstrate to each other and to the instructor that they are practicing and using materials.
3. Instructors providing instruction for course components should be trained in best practices for delivery online and must meet all the instructor qualification requirements for that course component and course level. See Sections 5 for instructor qualification requirements and Section 6 for instructor qualifications for specific course levels.
4. Adult learners must receive regular feedback from instructors.
5. The number of hours offered online and face-to-face in-residence instruction, as well as the technology requirements and skills, must be clearly delineated in the TEP's student handbook.

7.2.4 APPROVAL PROCESS: SUBSTANTIVE CHANGE #5B FOR ONLINE LEARNING (DISTANCE EDUCATION)

AMS requirements for Online Learning and MACTE requirements for Distance Education are similar, but not identical. Therefore, requirements for filing a Substantive Change application for change in course delivery will be a similar but not identical process for AMS and MACTE. AMS requires that applicants submit Substantive Change applications to AMS and MACTE at the same time. If MACTE does not require a review of the application, they will provide communication with that decision indicated. In order for the Substantive Change to be approved by AMS, MACTE must either approve the change or provide notification that the application was not required.

When:

AMS-affiliated courses must submit the required questionnaire when applying for initial affiliation or the substantive change form once they are delivering 10% or more of the total minimum academic course hours for the course level online.

1. The TEP must submit a Substantive Change for every additional 10% of the total minimum academic course hours migrated to online learning (distance education)
2. The TEP must inform AMS of the number of academic contact hours delivered online on their annual report

How:

1. The TEP must complete an *AMS Substantive Change Application #5B: Change in Course Delivery* and the *AMS Questionnaire and Checklist for Change in Course Delivery*, and submit it to AMS.
2. The TEP must complete a *MACTE Substantive Change Application for Change in Course Delivery* and submit it to MACTE.

APPENDIX A
GLOSSARY

Academic Phase: The instructional phase of the course when the adult learners acquire the knowledge of course components required for an AMS credential. Academic hours and phase duration vary between course levels. The academic phase precedes the practicum phase. Other course requirements include the practicum phase, and assessments and evaluations.

Accreditation: Provided by MACTE, accreditation affirms that a TEP meets minimum standards as approved by the USDE. As part of AMS affiliation requirements, all TEP course levels for which MACTE offers accreditation must be MACTE accredited.

Additional location: A location separate from a main site, but not independent, for the teaching of course levels that have been accredited/affiliated at the main site. Additional site term is extended for the length of the accreditation/affiliation term of the main site.

Adult Learner: An individual working towards obtaining an AMS credential in any course level offered through an AMS-affiliated and MACTE-accredited teacher education program.

Adverse Action: Denial of affiliation by AMS concerning initial, renewal, additional location applications and termination of affiliation.

Affiliation: Montessori teacher education programs who wish to align with AMS in action and interest for the purpose of offering an AMS approved course level and the awarding of an AMS credential are required to apply for and achieve affiliation by AMS, and receive accreditation by MACTE. Affiliation statuses: applicant, full affiliate, full with stipulations, and probationary.

AMI, AMI-USA: Association Montessori Internationale and Association Montessori International-USA.

Annual Practicum Report: Submitted to AMS in November each year. The Practicum Report provides the practicum site/location for each registered adult learner's practicum phase.

Annual Report: Submitted to AMS in October each year. The Annual Report verifies that the TEP and additional sites' infrastructure, enrollment statistics, instructional staff qualifications, and contact hours adhere to AMS and MACTE standards and requirements.

Associate Credential: Issued in place of a full credential for the Infant & Toddler and Early Childhood course levels if the adult learner does not have a bachelor's degree or verified equivalent at the time of the awarding of the AMS credential. Some locations/schools may not accept an Associate credential as the qualification for full teaching responsibility. Recipients are eligible for an upgrade to a full credential upon completing the bachelor's degree requirement.

Certificate of Attendance/Certificate of Completion: Issued by a TEP, it indicates completion of a course component/level and is issued to an adult learner (see Section 5 for standards). It is not a substitute for an AMS credential. It may be issued as a certificate or a letter.

Contact Hours: Academic instruction hours necessary to meet requirements of a course level for an AMS credential. Hours vary between course levels, and are completed on-site (in-residence) in the classroom with an instructor physically present and/or approved hours delivered online**.**

Contract site: An additional location that has a contractual agreement with the TEP for the teaching of course levels that have been accredited at the main site. The term of affiliation/accreditation is aligned with the contracted dates and may differ from the term of affiliation/accreditation of the course(s) at the main site.

Core Curriculum: The course components that must be taught by an instructor who holds a Montessori credential at the level of instruction, a bachelor's degree or its equivalent, plus three years of experience in a classroom with children at the level of instruction following receipt of a credential.

Course Components: Defined curriculum subject areas required for each course level. Subjects are divided into three curriculum areas: Core, Foundational, and Other. Each course component includes content to be delivered.

Course Level: Areas of study and instruction focused on different age groupings (see Section 2 for complete listing of AMS course levels offered). An AMS credential can be obtained at each level.

Faculty: Includes all instructional and administrative personnel of the TEP who provide instruction to the adult learners as they work toward their AMS credential, including instructors of all course components, director, level coordinator, practicum coordinator, field consultants, and guest lecturers.

Field Consultant: Appointed by the teacher education program to observe and assess the progress of adult learners in the classroom during the practicum phase. At no time can the field consultant also act as the supervising teacher for the same adult learner. A minimum of three observation visits are required for each adult learner (may also be referred to as the *Field Supervisor* although AMS prefers the term *Field Consultant*).

Foundational Curriculum: The course components that may be taught by instructors/faculty holding a recognized Montessori credential at any level, a bachelor's degree or its equivalent, plus three years of experience in a Montessori classroom at any level following receipt of a credential.

Grievance Policy: A demonstrated/published problem-solving procedure available to adult learners, staff, and supervisors within each teacher education program. It includes the establishment of a problem-solving committee with a member/representative from the Montessori population of that course. If any problem brought to the teacher education program's problem-solving committee is not resolved, the complainant may initiate problem-solving procedures with AMS.

Guest Lecturer: An instructor with specialized expertise in the course subject as evidenced by a resume, specialized education, and experience.

Instructors: Qualified individuals who provide course level instruction to adult learners during the academic phase.   There are different qualifications for instructors of core, foundational, or other course components.

Level Coordinator: Appointed if the TEP director does not have a recognized Montessori credential for course level(s) offered by the TEP. The Level Coordinator is responsible for the curriculum of the course level.

MACTE: Montessori Accreditation Council for Teacher Education. The international standard-setting and accrediting body for Montessori teacher education, recognized by the U.S. Department of Education.

Main Site: The physical location where the TEP conducts its instructional classes. It is visited by an on-site verification team during the process of accreditation by MACTE and affiliation by AMS.

Membership:
- AMS school membership: full, associate, satellite, initiate, or international. AMS membership applies to the TEP's main site and additional locations.
- Individual AMS membership must be held by directors, core, and foundational instructors, and by field consultants employed by AMS-affiliated TEPs. AMS recommends that practicum sites become AMS school members. The AMS membership year runs from June 30 to July 1.

Mentor Teacher: During a self-directed practicum, the TEP director may establish a mentor/mentee relationship between a local qualified teacher and the adult learner. The mentor provides support to the adult learner during their practicum phase.

NCME: National Center for Montessori Education. Integrated with AMS in 2007, it is no longer in existence.

Observation Hours: Defined as both academic instruction addressing observation techniques and hours spent observing children in a TEP setting where a written report is required.

Online Learning (Distance Education): Educational methods in which TEP components are delivered to adult learners who are not in-residence with the instructor.

On-Site: Refers to the physical location of the TEP. Contact hours completed on-site indicates that hours are taught in residence at the main site with the instructor and adult learner physically present in the same classroom.

On-site Coordinator: An individual appointed by a TEP director for additional locations to coordinate administration of the course in the absence of the TEP director. On-site Coordinators must be on-site for the duration of the academic phase.

On-Site Verification Team: Organized for specialized visits of the teacher education program for initial or renewal of MACTE accreditation/AMS affiliation and some substantive changes.

On-site Verification Visit: A visit to the teacher education program for verification that the documentation provided for MACTE accreditation and affiliation by AMS of a Montessori course level is what actually occurs at the TEP's physical location. During the visit, the team interviews the director, adult learners, graduates, instructors, and staff, and also reviews documentation in the personnel and adult learner files, observes academic instruction, and visits practicum sites.

Other Curriculum: Course components within each course level that may be taught by an individual without a Montessori credential who has expertise in that curriculum area.

Overview Course: In the admission to course levels other than Early Childhood, the overview course serves as an alternate prerequisite requirement to holding an Early Childhood credential. The required elements of the course vary between course levels.

Practicum (Phase): Supervised classroom practice which provides an adult learner with teaching/learning experience. It is a period of observation, practice, internalization, and implementation of knowledge, information, and insights acquired during the academic phase. It is not to precede the academic phase and must begin within two years of the end of the academic phase. Contact hours and duration vary between course levels. A minimum of three visits spread over the practicum phase are conducted by a qualified Field Consultant.

Practicum Seminar: Contact hours taught during the practicum phase to adult learners who have attended courses in which the academic phase is taught primarily during the summer (summer-intensive course). A minimum of 16 hours is required.

Practicum Supervisor/Coordinator: The individual appointed by the TEP director to coordinate the practicum phase for adult learners, including the scheduling, reporting, and documentation completed by field consultants.

Professional Development: Experiences such as webinars, workshops, and courses that are completed by individuals that demonstrate continued educational learning. They are usually required and documented by hours noted on a certificate issued by the provider of the professional development experience. Required by AMS for TEP personnel (directors, level coordinators, instructors, and field consultants) and of the holder of a credential issued after July 1, 2013. See Section 5 and 6 for specific requirements.

Program: The Teacher Education Program (TEP) affiliated by AMS and accredited by MACTE. It may be free-standing (entities established exclusively for Montessori education that may exist solely for Montessori teacher education or be part of other educational organizations.

Recognized Montessori Credential: Credential awarded by an AMS, NCME, AMI, or in-residence MACTE-accredited TEP or its equivalent. (See section 5.5 for further clarification.)

Self-directed Practicum: Practicum hours conducted without a qualified supervising teacher in a classroom with children or adolescents.

Substantive Change: Changes affecting major aspects of the TEP. Some changes may require an on-site visit. AMS is notified via Substantive Change Applications that require AMS approval, e.g. change of ownership, relocation, director, curriculum, time structure, etc.

Supervising Teacher: A qualified individual approved by the teacher education program for the daily supervision, observation, and instruction of an adult learner during the practicum phase at the practicum site. At no time can the supervising teacher also act as the field consultant for the same adult learner.

Supervised Practicum: A practicum experience conducted with the guidance of a qualified supervising teacher in a classroom with children or adolescents.

TEAC: AMS Teacher Education Action Commission. Organized to provide leadership in response to new issues and initiatives coming from TES, the AMS Board, and MACTE, to facilitate dialogue and communication among AMS teacher educators and to strategize for the future.

Teaching Site: An auxiliary location, near the main site, where a TEP conducts instructional training offered primarily at the TEP's approved main site.

TES: AMS Teacher Educators Section. Provides a forum for teacher educators who wish to develop their knowledge base regarding instruction and best practices for the preparation of Montessori teacher educators, through the collegial sharing of ideas, research, and professional development.

Time limit: Adult learners are expected to complete all course requirements, including academic, practicum, and financial requirements, within a 3-year time period following the TEP's official end of the academic phase in which the adult learner was initially enrolled. This period can be extended with the approval of the TEP director for adult learners in good standing.

Transfer policy: Concerning AMS requirements for transfer of credit for a non-AMS credential toward an AMS credential or from one AMS-affiliated program to another. Each TEP is required to develop a written transfer policy and procedure based on AMS requirements.

Year-long Project: A study or project that lasts the same length of time as the practicum year. Required for some course levels. Project examples include case studies of a child or adolescent, curriculum sequence development, parent education projects, action research, reflective practice, literature review, application of knowledge**,** preparation of the environment**,** assessment**,** transformation of the adult, etc. Topics are subject to approval by the TEP.

APPENDIX B
Online Learning (Distance Education) Glossary

Accessibility: A feature of technology that enables people with disabilities to use it. For example, accessible websites and platforms that facilitate enhanced navigation by people with visual, hearing, motor, or cognitive impairments. Accessibility also includes technology that is Section 508 compliant with the Americans with Disabilities Act of 1990.

Activity: Any form of learner participation that serves to reinforce course content and provides an opportunity for learners to attain course or module unit learning objectives or competencies and to communicate with the teacher and fellow peers.

Asynchronous learning/Asynchronous communication: Learning in which individuals participate at different times (non-simultaneously).

Authoring Tool: Refers to a program (or a bundle of programs) which allows for the creation of interactive modules. These modules incorporate audio, video (embedded), animation, assessments, and other learning activities that create a more interactive learning experience.

Blended learning (or Hybrid Learning): Includes a combination of online and in-person learning activities. For example, learners can complete online self-paced assignments by a certain date and then meet on-site for additional learning activities and vice versa. In addition, learning time hours that are normally reserved for in-person meeting are replaced with online hours/work.

Blog: Shortened term for *Web log*, a specialized site that allows an individual or group of individuals to share a running log of events and personal insights with online audiences.

Contact Hours: Defined in the AMS Handbook as "Academic instruction hours required of an adult learner to meet requirements of a course level for an AMS credential. Hours vary between course levels and are completed in-residence in the classroom with an instructor physically present and/or approved hours delivered via online education." A TEP that offers an online education component must provide the method and rationale for the calculation of contact hours as a result of online activity.

Discussion Board: A forum within an online course platform where learners and instructors can post thoughts and/or findings.

Distance Education/Online Learning: Educational activities in which TEP components are delivered to adult learners in a fully or partially online environment.

eLearning: Instruction that occurs fully or partially online.

Embedded Media: Refers to video and audio that is sent to a computer from the Internet as a continuous stream of data and is played as it reaches the destination computer. Traditionally hosted by an external source, such as YouTube or Vimeo (see also Streaming Media), and embedded in a website, module, authoring tool, or learning management system.

Facilitator: The online course instructor who aids learning and encourages community building in the online, learner-centered environment.

Forum: A Discussion Board page displays a list of forums. Within each forum, there can be multiple threads. Forums are created to organize discussions into units or topics relevant to the course.

Hybrid Learning (or Blended Learning): Includes a combination of online and in-person learning activities. For example, learners can complete online self-paced assignments by a certain date and then meet on-site for additional learning activities and vice versa.

Interactive Multimedia: This type of media allows learners to provide input to an online course and receive feedback as a result of the input. The input might consist of a mouse click or drag, gestures, voice commands, touching an input screen, text entry and live interactions with participants.

Learner Analytics: Refers to learner activity data points collected within educational technology programs and/or platforms. These data points track access, content activity, demographics, time/date, and other learner information (depending on the program). The data is often visualized for easy analysis of learner trends within a program or platform. Often part of a learning management system.

Learning Management System: Software application or set of related programs that are used to create and manage digital content. An LMS is a hub where all online learner activity happens, including access to engagement programs, and other communication tools.

Learning Module: Learning Modules are digital containers for packaging and presenting course content and allow instructors to organize related course materials. All types of content, such as items, assignments, and tests can be included in a Learning Module.

Markup languages: Designed for the processing, **definition** and presentation of text. The **language** specifies code for formatting, both the layout and style, within a text file. The code used to specify the formatting are called tags. HTML is an example of a widely known and used **markup language**. HTML5 enables online learning content and communication to function on a mobile device.

Massive Open Online Course (MOOC): Refers to a free or inexpensive online course that is often a self-study. A MOOC can hold thousands or even tens of thousands of learners.

Netiquette: Generally accepted protocol for Internet behavior.

Online Learning (Distance Education): The term online learning is often used synonymously with eLearning. It is an umbrella term that includes any type of learning accomplished on a computer and usually over the Internet.

Open Education: Free online content offered to the general public for free. Examples include: YouTube, Vimeo, TedTalks, a university-based online research library, royalty, music sites, and any public facing website. Proper citation is still required.

Platform: Software application or set of related programs that are used to create and manage digital content.

Real Time: In **computer** science, **real-time computing** (RTC), or reactive **computing** describes hardware and software systems subject to a "**real-time** constraint", for example from event to system response.

Real-time programs must guarantee response within specified time constraints, often referred to as "deadlines".

Streaming Media: Refers to video and audio that is sent to a computer from the Internet as a continuous stream of data and is played as it reaches the destination computer. Traditionally, hosted by an external source, such as YouTube or Vimeo, and embedded in a website, module, authoring tool, or learning management system.

Synchronous Learning/Synchronous Communication: Learning in which interactions between participants are simultaneous or in "real time", such as a webinar or video sharing platform.

Usability: Ease of use and learnability. Usability refers to the ability of learners to easily navigate and interact with course components.

Video Conferencing: Refers to the use of video technology (both hardware and software) to create a virtual meeting between two or more people in different physical locations. Participants can see and hear each other through this technology in "real time."

Virtual Classroom: Refers to a digital classroom learning environment that takes place over the Internet rather than in a physical classroom. It is implemented through software that allows an instructor and learners to interact.

Webinar: A workshop or seminar in which the facilitator and participants view the same screen at the same time. The webinar often has both an audio and video component that the facilitator controls and functionality that allows participants to chat by entering text, answering polls, "raising their hands" and asking questions.

Web-Based Training (WBT): Refers to all types of digital instruction in which the learning material is presented via the Internet.

Wiki: A wiki is a collection of web pages designed to enable anyone who accesses it to contribute or modify content, using a simplified "markup language." The goal is to create a way for many people to contribute and edit information so that knowledge is built and shared widely in a very short amount of time.

APPENDIX C
AMS Suggested Materials Lists

The AMS Suggested Materials Lists are available on the AMS website with the link/URL below
http://amshq.org/School-Resources/Starting-a-School/Classroom-Materials

AMS Appeal Procedure for Teacher Education Programs
**If a teacher education program disagrees with an adverse action
by the Teacher Education Action Commission (TEAC)**

STEP 1 The teacher education program director may request reconsideration by TEAC of an adverse action by contacting the appropriate AMS staff liaison in writing.   Appeals must be submitted by mail to the AMS office or as an email attachment from the TEP director's email account.

STEP 2 The AMS staff liaison will acknowledge receipt via email or mail, and then forward a copy of the appeal to the TEAC Chair and the AMS Executive Director.

STEP 3 The TEAC Chair will bring the request for reconsideration to TEAC. TEAC will review its decision and consider any relevant information that is provided by the teacher education program at that time. Relevant information is defined as evidence that TEAC failed to follow the established standards and requirements set forth in affiliation procedures in issuing the adverse action. The TEAC Chair will notify the teacher education program with the outcome of the review and report on the review to the full AMS Board of Directors at the next meeting of the Board.

STEP 4 If the teacher education program is still dissatisfied with the decision, it may send its appeal in writing to the AMS Executive Director and the President of the AMS Board of Directors.

STEP 5 The President of the AMS Board of Directors will appoint a five (5) member panel, selected from members of the Board of Directors, to serve on a Hearing Panel.

STEP 6 The Hearing Panel
1. The Hearing Panel will review the appeal insofar as it will seek to establish whether or not TEAC followed all of the procedures set out in the *AMS Handbook for Teacher Education Program Affiliation* and decided the matter in a fair and equitable manner.
2. The Hearing Panel may request supporting documentation from TEAC, and may choose to interview members of TEAC and/or the director of the teacher education program to clarify points in the reports and the final finding.
3. No new evidence or arguments may be presented during the final appeal process. Only information clarifying the case will be considered.
4. The final appeal is confined to reviewing the work of TEAC to ensure procedure was followed and that the decision appears to be fair and unbiased based on the facts at hand. TEAC rulings on any subjective information presented during the affiliation processes will be judged using a "prudent man" rule: is the basis for the decision reasonable and able to be reached by another ordinarily prudent individual supplied with the same facts under similar circumstances.
5. The Hearing Panel will make every effort to report its findings within ninety (90) days of receipt of the final appeal.

STEP 7 The Hearing Panel will report its findings to the full AMS Board of Directors, the members of TEAC, and the director of the teacher education program. A ruling by the AMS Board of Directors Hearing Panel on an appeal will be final and binding on all parties.

Adopted October 25, 2014

AMERICAN MONTESSORI SOCIETY®
education that transforms lives

APPENDIX E
Core Components of Montessori Education

The American Montessori Society recognizes 5 components as critical to a quality Montessori teacher education program. While these core components are required only for AMS-accredited schools, we believe that fully integrating all of them into every Montessori teacher education program reflects best practices—along with the implementation of a philosophical approach that is consistent with the educational methods and areas of instruction as defined by the observations, research, writings, and instruction of Dr. Maria Montessori. This approach includes an emphasis on the imperativeness of education for peace, which permeates all activities that take place within the Montessori environment.

1. Properly Trained Montessori Teachers

Properly trained Montessori teachers understand the importance of allowing the child and adolescent to develop naturally. They are able to observe children and adolescents within a specific age range and introduce them to challenging and developmentally appropriate lessons and materials based on observations of each child's and adolescent's unique interests, abilities, and development (social, emotional, cognitive, and physical).

In this way, the teacher serves as a guide rather than a giver of information. They prepare the classroom environment in order to support and inspire the developmental progress of each student and guide each child's and adolescent's learning through purposeful activity.

A properly trained Montessori teacher is well versed in not only Montessori theory and philosophy, but also the accurate and appropriate use of Montessori materials. They have observational skills to guide and challenge their students, a firm foundation in human growth and development, and the leadership skills necessary for fostering a nurturing environment that is physically and psychologically supportive of learning.

It is essential that Montessori teachers have training in the age level at which they teach. This training prepares the Montessori teacher to design a developmentally appropriate learning environment, furnished with specially-designed materials, where students explore, discover, and experience the joy of learning. AMS recognizes Montessori teaching credentials issued by AMS, NCME, or AMI, or by any other Montessori teacher education programs that are accredited by the Montessori Accreditation Council for Teacher Education (MACTE).

2. Multi-Age Classrooms

Multi-age groupings enable younger children and adolescents to learn from their older peers and experience new challenges through observation. Older children and adolescents reinforce their learning by teaching concepts they have already mastered, develop leadership skills, and serve as role models. This arrangement mirrors the real world, in which individuals work and socialize with people of all ages and dispositions.

AMS-approved multi-age groupings, as detailed in our <u>School Accreditation Standards and Criteria</u>, specify a 3-year age grouping in its accredited schools at the Early Childhood and Elementary age levels. At the Secondary level, groupings may be 2- or 3-years. Children from birth – age 3 may be grouped in varying multi-age configurations.

3. Use of Montessori Materials and Authentic Tools

A hallmark of Montessori education is its hands-on approach to learning and the use of scientifically-designed didactic materials. Beautifully crafted and begging to be touched, Montessori's distinctive learning materials each teach a single skill or concept and include a built-in mechanism ("control of error") for providing the student with a way of assessing progress and correcting mistakes, independent of the teacher. The concrete materials provide passages to abstraction and introduce concepts that become increasingly complex.

In the Practical Life area of the Montessori curriculum, authentic, culturally relevant, and appropriately sized tools (such as pitchers, rakes, forks, chopsticks, and weaving implements) are used alongside the Montessori materials to foster the child's or adolescent's growing independence and ability in the areas of self-care and care of the environment.

The AMS School Accreditation Commission and Teacher Education Action Commission offer the <u>lists of suggested learning materials</u> for each Montessori teacher education program level found in these appendices.

4. Child-Directed Work

Montessori education supports children and adolescents in choosing meaningful and challenging work of their own interest, leading to engagement, intrinsic motivation, sustained attention, and the development of responsibility to oneself and others. This child-directed work is supported by the design and flow of the Montessori classroom, which is designed to arouse each child's or adolescent's curiosity and the opportunity to work in calm, uncluttered spaces either individually or as part of a group; the availability and presentation of enticing, self-correcting materials in specified curricular areas; teachers who serve as guides and mentors rather than dispensers of knowledge; and uninterrupted work periods, as described below.

5. Uninterrupted Work Periods

The uninterrupted work period recognizes and respects individual variations in the learning process. During the work period, students are given time to work through various tasks and responsibilities at their own pace without interruption. A child's or adolescent's work cycle involves selecting an activity, performing the activity for as long as they are interested in it, cleaning up the activity and returning it to the shelf, then selecting another activity. During the work period, teachers support and monitor the students' work and provide individual and small-group lessons. The uninterrupted work period facilitates the development of coordination, concentration, independence and order, and the assimilation of information.

AMS requires that accredited schools offer, at a minimum, a 2- to 3-hour work cycle, 4 days a week, at the Early Childhood level. Requirements for all Montessori teacher education program levels, I&T through Secondary, are found in these appendices.

APPENDIX F
AMS Multi-Age Grouping

Multi-age grouping is an integral part of the Montessori philosophy at all levels. Philosophically, the rationale is that individuals learn from each other with opportunities to lead, share, and serve as role models for their peers. Students can accelerate or take additional time as needed to learn skills. AMS-affiliated teacher education programs prepare teachers to work with a 3-year age span and to have the expertise to support skills both above and below a developmental level.

Age groupings must be as follows:

1. Infant/Toddler: Children from birth to three years of age may be grouped in varying multi-age configurations. A stand-alone classroom serving only 3-year olds does not satisfy this Criterion.
2. Early Childhood: 3-year age group within the range of 2.5 years through 6 years
3. Lower Elementary: 6 years through 9 years
4. Upper Elementary: 9 years through 12 years
5. Elementary I-II: ages 6 years through 12 years
6. Secondary: the school must offer an age grouping of either 12–14, 14–16, 16–18 years of age or 12–15, 15–18 years of age Schools with multi-age grouping variances listed in the document

"Grandfathered Multi-Age Grouping Variances 2014" (dated October 3, 2014) are grandfathered such that they may maintain the age-grouping(s) for which the variances were granted. The accreditation status of these schools must be noted in their listing on the AMS website and in all other AMS-accredited school listings, as well in the schools' own marketing materials. The exact wording that must be used is: "Accredited with non-traditional Montessori age groupings." Failure of a school to comply with this language will result in revocation of AMS accreditation.

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APPENDIX G
The Montessori Uninterrupted Work Period

The American Montessori Society School Accreditation Commission and the AMS Teacher Education Action Commission offer this resource to AMS schools and affiliated teacher education programs to clarify AMS's definition of optimal uninterrupted work period in Montessori classrooms. AMS-accredited schools are required to meet the following definitions of uninterrupted work time for each applicable program level (as articulated in Criterion 3.9 of the AMS School Accreditation Standards and Criteria), and these definitions are recommended as best practice for AMS member schools. This explanation is comprehensive but not exclusive of what may be observed in AMS-accredited schools during the work cycle.

Overview
The uninterrupted work period is fundamental to the Montessori approach, which recognizes and respects individual variations in the learning process. Within the Montessori environment, the children and/or adolescents need to have time to work through various tasks and responsibilities at their own pace. This uninterrupted work period is vitally important, as that is when the building of coordination, concentration, independence and order, and the assimilation of information are able to occur.

At all levels, students with special needs may need unique considerations, such as:
- variation in work time block
- more one-on-one teacher time and direction
- being removed from the class for therapeutic services

While the work will look different for each age group, at all program levels, children and adolescents should have ample time allotted for the uninterrupted work period. The following is intended to be a guide to what an observer would see during the uninterrupted work cycle:

Infant & Toddler

> *Responsive schedules and routines help provide infants and toddlers with a sense of security and self-awareness through predictability. Classroom schedules recognize that daily routines are curriculum for the infant and toddler. Large uninterrupted blocks of time support infants and toddlers to express independence, engage in spontaneous activity, and self-regulate through periods of high- and low-activity.* **In AMS-accredited schools, Infant and Toddler programs allocate and protect at minimum a 2-hour work cycle daily. This time block allows for adult-assisted mealtime, snacks, hygiene, and nap/rest routines.**

At the **Infant level**, each child typically has their own schedule, which should be posted for parents and teachers. There might be a period of time during which some meals are "scheduled" such as breakfast between 8:00 and 9:00 for older infants who can sit at a table and eat solid foods, but, in general, the guiding principle is "follow the child," based on each child's schedule and observed needs. Infants should be free to move throughout the day, and should not be placed in any kind of apparatus that restricts

movement, or in any place/position they cannot get out of on their own (The exception to this is the very young, non-mobile infant, who may spend time lying on their back and/or their stomach throughout the day. The teacher would place the child in this position and would move them based on cues they receive from the infant). Overall, you should observe children freely moving and exploring the environment, with adults observing and assisting individual children only as needed.

During an infant's day, you should not see a heavy emphasis on group activities and multiple group transitions. At the Infant level, you should observe children freely moving and exploring the environment, with adults observing and assisting individual children only as needed. During an Infant work cycle, you should see a heavy emphasis on individual activities and transitions.

At the **Toddler level**, children explore materials in the classroom environment independently and may work at the shelf or take a work to a table or floor rug. Teachers are observing or quietly moving through the room, assisting or redirecting as needed. Teachers may also be modeling/encouraging toddlers to "restore their work" as they go and facilitating problem-solving between students. At this level, the source of interruption to the work cycle is adult-driven rather than schedule-driven. Interruptions occur when a teacher chooses to model a material for a child who is having difficulty, engages a child who is reluctant, or redirects a child towards another material if it is being used inappropriately.

Observations made during the morning cycle should include children freely moving, choosing work, exploring materials in all areas of the room, moving inside and outside, helping to prepare or getting snack, and using the toilet/having diaper changed.

Snack practices and routines can vary, ranging from a scheduled group snack, to snack available for children to choose from throughout the morning (similar to Early Childhood), to children helping to prepare and/or serving themselves their own snack, which is best practice. There is typically a large group time, lasting about 15 minutes, sometime in the morning, during which the teacher might read a book, sing songs, and/or do finger plays. Participation is optional and based on toddler choice.

Practical life/care-of-self activities such as serving snack, eating snack, and washing dishes after snack as well as using the toilet (learning how to push down pants, how to sit on toilet, how to wash hands when done, etc.) are an important part of the day. If outdoor play time is scheduled, it should be at the beginning of the work cycle or at the end.

Early Childhood
At the **Early Childhood level**, a 3-hour uninterrupted work cycle, 5 days per week, is optimal, and a 2- to 3-hour work cycle, 4 days per week, is the required minimum for AMS-accredited schools. Schools provide large blocks of unscheduled time to ensure that individual children have the time to settle into a task that interests them and are not unnecessarily interrupted when they are engaged in a worthwhile activity.

During the work period, teachers observe the behaviors of the children and invite individuals and small groups to short lessons when they see opportunities to assist a child's progress. Optimally, the majority of each morning and afternoon is devoted to self-motivated work. This time may include individual- or self-chosen small group activities and short lessons by the teacher for children who have accepted an invitation to the lesson.

The uninterrupted work period does not include whole-class lessons or other activities such as adult-led

group circle meetings for which participation of all children is required. Outdoor play time, specials, and enrichment classes for the whole group should not interrupt and are not included in the work period.

Elementary
At the **Elementary level**, a 3-hour uninterrupted work cycle, 5 days per week is optimal, and a 2- to 3-hour work cycle, 4 days per week, is the required minimum for AMS-accredited schools. During the uninterrupted work cycle, one should see students engaged in developmentally appropriate work. The work should include Montessori hands-on materials that are appropriate for the individual needs of each student. The teacher will be working with students individually and in small groups in hands-on engaging Montessori lessons. Students will be collaborating as they work on a task or research project together. Students are also managing work expectations. A contract, work plan, or work journal may be used to help with organization and time management skills.

At the Elementary level, full-class lessons should not take place during the uninterrupted work cycle. Rather, they should be presented before or after the uninterrupted work cycle. Outdoor play time, specials, and enrichment classes for the whole group should not interrupt and are not included in the work period. Circle time should also be held before or after the uninterrupted work cycle.

Secondary
At the **Secondary level**, the length of the work cycle varies by setting. Small programs with a single Secondary-credentialed guide will look different than large programs, particularly at the Secondary II level when course requirements and credits needed for diplomas are considered. The critical aspect is encouraging flexibility within extended blocks of time. In AMS-accredited schools, Secondary programs allocate and protect at minimum a 2-hour work cycle for core curricular subjects (math, English, history or humanities, sciences, and additional world languages). It is important that this large block of time is not divided into daily, one-hour class periods.

Student work periods may vary in length each day. An observer might see the following lessons presented during the uninterrupted work period: mini-lessons, impressionistic lessons, procedural lessons, small-group lessons using flexible grouping based on needs, and individual lessons. Students are taught to use a checklist and to plan their worktime to be able to meet deadlines. This includes independent work, small-group work, self-checking work with controls or other methods, and project work by individuals or groups. The teacher/guide is working with/among students. Many teachers have a space in their classrooms for students to request lessons on topics they identify.

Brief, student-focused large-group activities (including mini-lessons, group initiatives/community building, solo/reflection time, seminar/discourse, etc.) may occur during the work cycle. These activities include the active engagement of the students. Whole-group activities are scheduled at natural transition times (e.g., beginning of the block, before or after lunchtime, at the end of the block/day) so that the work cycle can be preserved.

At the Secondary level, during the work cycle, there should be no lectures or presentations that last longer than 20 minutes. Individuals should not be removed from the class for services or programs. There should not be a lot of unnecessary socializing, group meals or snacks, or schoolwide assemblies during this time.

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APPENDIX H
The Montessori Practicum
(Example – Infant & Toddler, Early Childhood)

The purpose of the practicum for the Montessori teacher candidate is to provide a supervised classroom experience to provide the adult learner a period of observation, internalization, and further study to bring together the theory and practice of Montessori education and their role as a teacher. The Early Childhood practicum lasts a full academic year of 540 hours so that the candidate participates in a full range of Early Childhood experiences from the beginning of the year to the end. It is designed to allow the student time to work with the Infant & Toddler (birth to age 3) or Early Childhood (ages 2.5 through 6) materials and activities, manage the daily routines of the classroom, and respond to the developmental needs and interest of the Infant & Toddler and Early Childhood children in the classroom. The adult learner has the opportunity for gradual personal and practical competence as a Montessori teacher of children birth to age 3 and ages 2.5 through 6. There is the expectation central to Montessori teacher training that during the practicum experience the adult will undergo a transformation in their understanding, not only of child development and pedagogy, but also of their emotional and spiritual lives with the goal of preparing the adult to demonstrate the dispositions of flexibility, restraint, and love in both the classroom and life.

The following is a list of experiences expected during the year:

1. Preparation of the Early Childhood or Infant & Toddler Montessori classroom environment (indoor and outdoor)
2. Observation, reflection and recording
3. Interaction: relationships with parents, staff, children,
4. Parent/Community Involvement: family support, community resources, designing parent education, preparing for interviews, parent conferences, meetings
5. Instruction: designing activities for individuals and groups either birth to age 3 or ages 2.5 through 6 that are functional, aesthetic and developmentally appropriate
6. Management: the classroom leadership skills and strategies for individual and groups ages birth to age 3 or ages 2.5 through 6.
7. Staff Involvement: enabling collaboration, establishing teamwork, problem solving

In addition to the above the practicum student completes a series of assignments:

1. Resource albums for Early Childhood Education – for Montessori Philosophy, Child Development, Pedagogy, Observation, Curriculum, and Environmental design
2. Daily Journal – a reflective record to include a daily plan, a record of what occurred during the day, reactions and behavior's, thoughts and feelings, self-evaluation and insights
3. A minimum of 4 observations of Montessori Early Childhood classrooms for the same age grouping (birth to 3 or 2.5 through 6) outside the school where the practicum is conducted, including reports on each observation
4. Creation of original lessons/activities at the Early Childhood or Infant & Toddler level

5. A year-long Early Childhood project chosen in collaboration with the TEP coordinator and head of school
6. A video of candidate and the children in the class to be shared with other candidates and the TEP coordinators and evaluators

The practicum student has the opportunity for self-evaluation (2x), peer evaluation, supervising teacher evaluation (2x) and an experienced mentor consultant assessment (3x) during the year.

APPENDIX I

This appendix will be available for download on the AMS website.

Characteristics of Montessori Programs for Infants and Toddlers

Maria Montessori's careful observations and in-depth studies are the foundation for Montessori Infant and Toddler Programs which emphasize the importance of meeting both the physical, social-emotional and cognitive needs of very young children from an early age. Montessori programs foster the growth and development of very young children by providing them with unique environments for living and learning, with specially trained caregivers who have a deep practical and philosophical understanding of children at this age level.

Developmental Characteristics of Infants and Toddlers (Birth to age 3)

During the first three years of life the child is developing more rapidly than at any other time. This applies not only to physical and language development but also to brain development. Data collected by the Rauch Foundation concluded that nearly 85% of a child's brain development occurs by the age of three years. Specific sensitive periods in a child's life create optimal windows of opportunity for the development of new abilities in favorable circumstances. The sensitive periods for movement, language, and order have a significant impact on development in the early years.

From random, uncontrolled movements the infant acquires purposeful, coordinated ones. Gross-motor coordination develops as the child moves from lying down to rolling over, crawling, and finally standing upright and walking. Fine-motor skills are developed as the child reaches for and handles a variety of objects. Motor development plays a profoundly important role in overall development. The quest for movement represents the first step towards achieving personal independence and autonomy, increasingly enlarging the young child's field of action and cognition.

The child is also acquiring language, beginning with development of the auditory system and receptive language skills. Infants understand much of what is being said long before they utter their first words. As they develop expressive language skills, children progress through several distinct stages, including crying, babbling, and uttering first words. By the age of three, most children can speak in complete sentences, express their wants and needs, and carry on conversations with an adult.

The sensitive period for order is evident at birth as the newborn child responds to daily routines. These routines reflect the structure provided by the adults in the child's life as they respond respectfully to the child's needs and maintain an orderly environment. As children get older and become more independent, they naturally seek and create order in their surroundings, strengthening their internal cognitive processes as the capacity for conscious thought emerges.

Philosophical Background

> *We should try to understand that there is an intelligible reason behind a child's activities. He does nothing without some reason, some motive.*

Montessori, Maria, The Secret of Childhood

Maria Montessori referred to this period in a child's life as the stage of the unconscious absorbent mind, when children have the innate drive and capacity to absorb large amounts of information from their environment effortlessly and without conscious thought. Through self-initiated efforts they learn to walk and talk simply by observing and imitating what they see around them. This learning process stimulates further brain development. In order to maximize development, children need plentiful opportunities to engage in positive, ongoing, experimental interactions with the environment. Since young children learn through physical, sensory, and emotional interactions with their caregivers and their environment using their hands, mouths, and bodies, the adult cannot "teach" the child directly. It is with this in mind, that a specialized Montessori environment is designed and created to be responsive to the developmental needs and sensitive periods of child development.

In this child-centered approach the nurturing adult encourages the child's spontaneous activity, in an environment which is carefully designed and prepared to meet the interests and needs of each child.

Program Models and Age Groupings

Multi-age groupings are an essential characteristic of all Montessori programs. Children from birth to age 3 may be grouped in varying multi-age configurations that promote social interactions with children of different ages, and mirror the social dynamics of the world outside of the classroom, including intergenerational family dynamics.

A typical program model at the Infant and Toddler level offers two age-groupings:

> a) Infants – approximately 6 weeks to around 15-18 months (or when walking)

> b) Toddlers – from around 15-18 months (or when walking) up to 3 years

Transfers to an older age group should be made based on a child's developmental profile rather than the child's age or the school calendar. Normally, children will transfer to the Montessori early childhood classroom sometime between the ages of 2 1/2 to 3 years.

Schools that offer Montessori programs for infants and toddlers may provide the following:

Parent-Child Class: A Montessori Parent-Child class provides an environment in which parents and their children interact alongside a Montessori-trained teacher who prepares the environment to encourage exploration, and facilitates interactions. The Parent-Child class encourages parents to support their child's discovery and investigation of the learning environment on their own, and allows parents and children to experience an environment set up which encourages development of movement, acquisition of language, and refinement of visual, auditory, and tactile perception.

Infant Class: A Montessori classroom for infants, sometimes referred to as "The Nido" (Italian for "nest"), accommodates infants in a peaceful environment, where babies can safely explore and feel secure. The prepared environment for infants is furnished to avoid unnecessary restrictions on the infant's spontaneous movement and budding independence, with individual floor beds/mats or cribs, and infant-sized tables and chairs. Specialized equipment may include bars that babies use for pulling-up, low stairs for climbing practice, and an array of objects for sensory and manipulative exploration.

Toddler Class: A Montessori classroom for toddlers is designed to support the drive to do things for themselves, developing self-confidence and a sense of efficacy. The safe, structured environment enables children to work collaboratively and independently, explore freely, and express their curiosity. The adults speak clearly and carefully, providing an enriched spoken language environment so that children have strong language models and learn to express their needs.

The Classroom Environment

> *Just as a physical embryo needs its mother's womb in which to grow, so the spiritual embryo needs to be protected by an external environment that is warm with love and rich in nourishment, where everything is disposed to welcome, and nothing to harm it.*

<div align="right">Montessori, Maria, The Secret of Childhood</div>

Infants and toddlers have freedom to explore in safe environments that provide freedom for unrestricted physical movement and are visually attractive, organized, tidy, clean, and uncluttered. Manipulative materials foster concentration, problem solving, and a sense of achievement and are fully accessible to the children on low, open shelves. The variety of interesting materials combined with the child-sized utensils and furnishings make it possible for children to select and complete activities independently. An essential component is a self-care area where toilet awareness and independence in maintaining personal hygiene is encouraged.

Curriculum

The routines of everyday living are the foundation of Montessori curriculum for both infants and toddlers, and all activities promote the development of order, coordination, concentration, and independence, while nurturing social, emotional, physical, and cognitive growth. Based on daily observations by the teachers, new materials and activities are introduced that meet the needs of individual children and the community as a whole. These activities are designed to allow the child to recognize when a task has been completed successfully, or to correct an error without adult intervention, all the while permitting multiple repetitions of an activity, if desired:

- Self-care: washing, dressing, toileting, and eating according to each child's individual capacity

- Care of the environment: cleaning, food preparation and meal time; plant care and animal care, etc.

- Large-motor activities (indoors and out): walking, stepping, climbing, running, spinning, jumping, balancing, pulling up on bars, climbing steps, carrying heavy objects, etc.

- Fine-motor skills: reaching, grasping, picking up objects, transferring objects, using tools and utensils, art work, etc.

- Language: naming objects, describing actions and intentions, discussing pictures, conversation, visual

and auditory perception, music, singing, finger-plays and looking at and reading books with the teachers

- Social: developing manners and appropriate social skills through spontaneous interactions throughout the day as well as in adult-led small group games.

- Outdoor experiences: nature walks when the adults accompany children at their own pace, cultivating the children's interest and wonder in the natural world, and laying the foundation for a deep respect for nature.

Daily Schedule

An uninterrupted work period ensures that children have the time to settle into tasks that interest them, and that their concentrated efforts are not interrupted. The daily schedule reserves long, uninterrupted periods of time for spontaneous activity when children are free to choose their own activities. Their independent and spontaneous work is supported by the Montessori educator through thoughtful guidance and engagement and age-appropriate help. Whole group activities, such as outdoor play, group meals, or adult-led story time and singing are scheduled outside this uninterrupted period. Infant and toddler sleep time is according to individual need.

Role of the Teacher at the Infant/Toddler Level

> *... the child does not want to get anywhere; he just wants to walk, and to help him truly, the adult must <u>follow the child</u>, and not expect him to keep up. The need for following the child is clearly demonstrated here, but indeed it is the rule for all sides of education and in all fields. The child has his own laws of growth, and if we want to help him grow, we must follow him instead of imposing ourselves on him.*

> Montessori Maria, To Educate the Human Potential

<u>Lead Teachers</u>

Credentialed Montessori teachers have completed a highly specialized course of training at the age level and are viewed as facilitators and guides, rather than as teachers who provide direct instruction. Montessori Infant & Toddler credentialed teachers have in-depth knowledge of child development from birth through 3 years of age, and possess an intimate knowledge of Maria Montessori's philosophy for meeting the needs of this age range. The teacher has an understanding of the specific activities that should be provided to each child based on his or her unique stage of development and observes individual children and the dynamics of the group like an anthropologist. These observations are the basis for careful recording of each child's activities, behaviors, knowledge, and skills. These records then become a document of the child's activities and progress. Using these along with developmental checklists, the teacher knows which activities to offer next to each child, and where there may be areas of strength or weakness.

All adults in the environment contribute to making the classroom **a peaceful community** in which respect for the independence and character of each child is paramount. Adults move slowly, and are consistently calm, gentle, soft-spoken, patient, and trusting. They demonstrate respect and compassion, using eye contact, kneeling to the level of the child, addressing children by name, and speaking before touching or moving them. The classroom environment provides a calm, soothing atmosphere, with consistent caregivers who create an emotional safe haven for those in their care. To cultivate a growth mindset,

teachers focus on acknowledging each child's efforts without using praise or punishment.

<u>Classroom Assistants</u>

Most schools employ classroom assistants who provide support to both teacher and children. The assistant is often trained on the job, though some assistants may have attended training courses or workshops. Sometimes, this position is filled by an intern who is enrolled in a Montessori teacher education program.

<u>Adult/Child Ratio</u>

State licensing requirements determine minimum adult/child ratios, and these are fully adequate for the needs of a Montessori classroom. In fact, it is desired that Montessori classrooms have a higher adult/child ratio, as this fosters independent learning, and encourages children to learn from their multi-aged peers.

Role of the Family

When an infant or toddler joins a Montessori community, it is often the parents' first experience leaving their child in the care of another adult outside the family. The teacher seeks to establish a strong partnership with parents and other adult caregivers in the child's life, and to help families understand ways to provide an optimal home environment. Parents can expect to be invited to observe the Montessori class in action, and regular parent/teacher conferences provide opportunities for dialogue, to assist both parents and teachers in understanding the child's interests, activities, and skills. Parents are encouraged to take advantage of parent education opportunities the school provides which often include discussions about ways the Montessori approach may be implemented and supported at home, and also to become familiar with the school, the program, teachers, and other children in the program. Parents should be involved and engaged in their child's education and maintain an open dialogue with the teachers about their child and their family life, as teachers can better support each child's unique needs when they better understand the other aspects of the child's life. When parents develop a sense of trust and comfort with the school they are better able to communicate to their child a positive attitude about going to school each day.

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AMS Resources

The Montessori Uninterrupted Work Period: See www.amshq.org > School Materials

AMS School Accreditation Standards and Criteria: See www.amshq.org > AMS School Accreditation

AMS Suggested Materials Lists: See www.amshq.org > School Resources > Classroom Materials

Characteristics of a Montessori Early Childhood Program

Montessori programs embrace the educational principles and practices developed by Dr. Maria Montessori based on her extensive observations of children and her deep insights into the goals of education. The Montessori approach has inspired the creation of Montessori schools world-wide, offering a unique approach to education that respects the individuality of each child within the classroom community, while fostering personal and social growth through a comprehensive range of age-appropriate developmental activities.

Developmental Characteristics of the Child aged 2 1/2 to 6 years.

> *The human hand, so delicate and so complicated, not only allows the mind to reveal itself but it enables the whole being to enter into a special relationship with its environment.*

Montessori, Maria, The Secret of Childhood

Around the age of three, children develop a conscious awareness of their perceptions and actions that allows them to direct their attention more deliberately, to begin to share their thoughts, and to build conscious memories. During the next three years, developmental sensitive periods are observable that guide the children's spontaneous activity and serve to optimize their physical and mental growth. For example, children ages three to six are strongly attracted by opportunities to exercise and refine large-motor movements such as running, skipping, or balancing on a low wall. They touch everything within their reach and are fascinated by very small objects and fine details, contributing to refinement of their fine-motor coordination and sensory perception. It is especially important to recognize that children at this age level welcome order, ritual, and repetition, and are easily disturbed by unexpected changes in routines or places. Language development at this age is notable for the acquisition of a large vocabulary along with internalization of the fundamental structures of the spoken language. Written words spark curiosity and stimulate interest in learning to write. The child's increased ability to communicate verbally supports the growth of cooperative social relationships with other children and adults, and parallels an interest in learning social manners. Young children learn through independent, self-chosen hands-on activities, for the sake of the process rather than the product, and their self-esteem and self-confidence grows as they acquire real and recognizable skills. They have an extraordinary capacity for learning.

Philosophical Background

> *A child is a discoverer. He is an amorphous, splendid being in search of his own proper form.*

Montessori, Maria, The Secret of Childhood

Montessori emphasized that the goal of education is two-fold, to support the full development of individual potential and to support each individual in becoming a contributing member of society. An education for life addresses physical, social-emotional and character development as well as academic skills and knowledge and career readiness. Montessori programs are planned to be responsive to the

developmental stage of the children, and value self-confidence, independent thought and action as well as cooperation and respectful collaboration with others. In the preschool years the emphasis is on supporting the full development of the child's individual potential.

Multi-Age Grouping

Multi-age groupings are essential for a Montessori program. The early childhood program integrates a three-year mixed age group of children aged approximately 2.5 years to 6 years. Optimally, one third of the group changes each year, as the oldest children move on and a new group enters. When children stay in the same environment for three years, the bonds and understanding between child and teacher are significantly strengthened; the children's sense of security gives them confidence to explore, and over time they grow in independence as they initially observe and learn from older children and later become role models and leaders of the group, ready to help the younger children who have just joined the class.

The Classroom Environment

> *What is most characteristic of our system of education is the emphasis placed upon the environment.*

> Montessori, Maria, The Secret of Childhood

The classroom is designed to be more like a home than a school, with the space divided into room-like areas for each curricular area. In this "children's house" all furniture, tools and utensils are child-scale. Close attention is paid to the organization and maintenance of the environment, so that it is always clean, consistent, and orderly, with flowers, houseplants and decorative items contributing to its aesthetic beauty. As in a home, specialized areas are needed. A "kitchen" area allows children to prepare food and store cleaning supplies and a cozy area offers a place to rest or look at books. An adjacent bathroom also has child-scale fixtures, and direct access to an outdoor garden is highly desirable.

The curriculum is implemented through an extensive array of materials and equipment that are easily accessible to the children on low, open shelves. The classic Montessori materials for this age level are arranged in a logical progression in each curricular area. These materials are exceptionally well-designed, high quality educational manipulatives that encourage concentration and attention, refinement of motor skills, pattern recognition, formation of abstract concepts and development of executive function. An important feature of each material is control of error; success is self-evident to the child when the activity is completed. In addition, the materials permit repetition and practice of each activity until mastery is achieved. Supplemental materials are designed to similar standards of quality and precision.

This prepared environment provides a safe haven for children to explore all aspects of the three-year curriculum at their own pace. The children have the freedom to select the activities of their choice, the right to work with a material for as long as they wish at a table or on a floor mat, and the responsibility for replacing things as they found them. They develop the patience to wait for a material to become available, and they interact with other children and adults throughout the day, seeking adult assistance only as needed.

Curriculum

They were attracted by these objects which perfected their sense perceptions, enabling them to analyze and facilitate their movements. These materials also taught them how to concentrate in a way that no vocal instruction ever could have done.

Montessori, Maria, The Secret of Childhood

The curriculum is organized into areas with a particular content focus, but all areas support the development of large and fine motor skills, sustained concentration, a sense of order, individual choice and decision-making, self-regulation, self-confidence, independence, responsibility and cooperation. Most activities involve manipulative materials, and the use of each material is usually first demonstrated by the teacher to individual children. Each activity builds on previous learning, and the teacher presents materials in sequence so that each new challenge for the child represents a small additional challenge and promises a high probability of success. It is expected that children will choose to repeat activities until they have mastered that concept or skill. In all areas, the children proceed through the three-year curriculum at their own pace, with teacher guidance and support. The curriculum includes the following areas:

Practical Life

Daily activities and exercises assist the child in developing functional independence, social awareness, self-confidence and personal dignity by practicing the routine tasks and events of everyday living. Activities involve self-care (e.g. dressing, washing, tooth-brushing), household/classroom maintenance (e.g. dusting, sweeping, scrubbing, polishing, dish-washing, cloth-washing), food preparation and service, gardening, and polite social manners (e.g. greetings, thanks, invitations, apologies). These real-life experiences are a physical and mental preparation for the other areas of the curriculum, as well as an ongoing contribution to the classroom community.

Sensorial

Specialized Montessori materials are designed to engage the child in matching and grading exercises which demand the use of a single isolated sense (sight, hearing, touch, taste, and smell) to consciously discriminate qualities, similarities and differences of size, length, shape, weight, color, sound, tones, smells, and flavors, and to organize the materials accordingly. After the child demonstrates the ability to perceive the varying qualities of the materials, the teacher introduces the vocabulary for these qualities (e.g. large/small, loudest/softest, words for colors and shapes, etc.). These experiences provide an introduction to pattern recognition and classification, and validate the child's ability to make decisions based on the evidence of the senses, laying the foundation for learning in the academic curricular areas.

Math

Number concepts are introduced using manipulative materials at every stage. Numerals are introduced after the child has experienced the qualitative differences of quantities from 1 to 10. Early exploration of number includes odd and even numbers, and number sets. Place value up to 9,999 is demonstrated using golden bead materials that represent thousand, hundreds, tens and units, allowing children to trade and perform operations with large quantities. Colored bead bars and chains representing the squares and cubes of all the numbers from 1 to 10 offer experiences in linear counting from 1 to 1,000. Numerical

relationships are absorbed at the same time. Additional materials support memorization of basic number facts as children perform simple addition, subtraction, multiplication and division, creating their own tables.

Language

Oral/Auditory/Expressive: The Montessori environment is language-rich. Teachers model thoughtful, calm speech in all their interactions and children engage in conversations throughout the day. Everyday conversational vocabulary is significantly enlarged with the specific terminology used in the other curriculum areas.

Writing and Reading:

Tracing a variety of simple metal insets and making designs offers children multiple opportunities to develop pencil control before attempting to form letters. Sandpaper letters are then used to introduce the child to tracing the outline of the letter and simultaneously vocalize the most common phonetic sound represented by that letter. Follow-up exercises with movable letters allow the child to form written words and sentences based on analyzing the sounds within each word. At the same time, whole word reading is developed by exercises such as attaching labels to items from a box of objects, or to furnishings in the room. A sequence of exercises follows, including lessons that clarify phonograms and irregular spellings. A small classroom library and carefully selected phonetic readers offer additional reading practice and enjoyment.

Introduction to Grammar: The older children enjoy simple games that emphasize the parts of speech. The differences between a naming word (noun) and doing word (verb) are made clear when the child is asked to bring something or do something. The roles of adjectives and adverbs are clarified when the child is asked to bring a specific colored pencil or to walk in a specific way. Additional exercises are available, introducing grammar symbols for parts of speech, boxes of word cards, and sentence analysis charts.

Cultural Knowledge

The cultural curriculum introduces fields of human knowledge and lays a foundation of appreciation and respect for the interdependence of all things, living and non-living. Geography topics start with demonstrations of the differences between land, water and air. Then a variety of land/water forms and simplified globes are used to show the areas of water and land, as well as to introduce the continents on Earth. Puzzle maps for each continent and some countries are used extensively by the children. Further activities introduce flags, artifacts, animals, and pictures from different parts of the world, as well as the solar system. Nature study focuses on local plants, wildlife and pets, as well as gardening. Sets of cards are used to highlight similarities and differences across species and to learn the vocabulary for the external parts of animals and plants. Physical science is experienced throughout the day as children handle a wide variety of materials: wood, metal, glass, water, clay, sand. The geography materials of land, water and air can be revisited as solid, liquid and gas, and specific exercises may introduce concepts such as "sink or float" and magnetism.

Art work is encouraged through the presentation of a variety of tools and media, including pencils, crayons, paintbrushes, watercolors, easel painting, and clay or playdough. In some classrooms prints of works by great artists are discussed and compared. Beautiful framed works of art or photographs are hung on the walls.

Music is a daily experience, as children sing and dance together during group times. Recorded classical music often accompanies transition times and the children are told or read stories about the life and work of the composer. A formal introduction to musical scales and auditory awareness is provided by the Bell material in the Sensorial area.

Other

Walking on the Line – Children walk along a line on the floor, usually in the form of an ellipse. This is an exercise of balance and self-control, and may be accompanied by rhythmic music. With increasing skill levels, the children are invited to carry an object such as a flag or a bell as they walk.

Silence Games – Montessori tells many anecdotes about the fascination of young children for "making silence" together. This exercise in self-control is enhanced by the experience of a communal effort, and by the awareness of other sounds in the environment that are usually unnoticed.

Group Time - At some time during the day the whole group will usually come together, often sitting in a circle on the floor. This is an opportunity for announcements by the teacher(s) or by individual children, and for group singing. The amount of whole group time is very limited, in order to maximize the length of the uninterrupted work period.

Outside time – The optimal Montessori environment has an indoor and an outdoor component. Daily time outdoors is highly valued. When Montessori classrooms have direct access to an outside area, the doors may be opened during the work period in good weather, allowing children to work outside. Many schools also provide gardening, snow-shoveling, leaf sweeping, and other work for the children. The larger outdoor space also provides opportunities for more exuberant large-motor activity and the use of playground structures or natural landscape formations.

Daily Schedule

An uninterrupted work period is key to ensuring that children have the time to settle into the tasks that interest them, without unnecessary interruptions. The activities of the children demand focus, attention, and concentration, so their activities are referred to as "work" rather than "play." During the work period, children choose their own activities and may accept invitations to brief individual and small-group lessons from the teacher. Large blocks of time are scheduled to protect this work flow, with the goal of reserving a daily minimum work time approaching three hours and no less than two hours. Freedom of choice, movement, and repetition are fostered throughout the child's day, while freedom is balanced with responsibility. Whole group activities are scheduled outside the uninterrupted period, and usually include outdoor play, "specials", group meals, and adult-led group meetings and occasional lessons.

Role of the Teacher

> *The first thing required of a teacher is that he be rightly disposed for his task.*
>
> Montessori, Maria, The Secret of Childhood

The Lead Teacher

Montessori teachers have completed a highly specialized course of training for the age level of the classroom and are viewed as facilitators or guides. The teacher meticulously designs, prepares and maintains the learning environment and introduces children to the uses of the materials with clear and

concise demonstration lessons. Most of these brief lessons are presented individually, while the other children in the classroom are working independently, but some lessons may be given to small groups. The teacher stays in the background, observing individuals and the dynamics of the group like an anthropologist. These observations are the basis for a cycle of observation, interpretation, planning, and assessment. The teacher determines which activities to introduce next to each child and the records become a document of the child's progress. The number of lessons each child receives each week varies accordingly.

The Classroom Team
Montessori early childhood teachers sometimes work in a teaching team with one or more additional Montessori-credentialed teachers. The resulting opportunities for collegial discourse and shared responsibilities benefit the children as well as the teachers. Schools may also employ classroom assistants as teacher aides.

All adults in the Montessori early childhood environment move gracefully and speak calmly and unobtrusively, taking care to maintain a neutral, non-judgmental stance in interactions with the children, by avoiding praise or any indication of competitive comparisons. The adult aspires to be an authentic model of grace and courtesy at all times, warmly welcoming the children and visitors into the environment, and establishing and maintaining ground-rules for behavior.

Classroom Assistants

Most schools employ classroom assistants who provide support to both teacher and children. The assistant is often trained on the job, though some assistants may have attended training courses or workshops. Sometimes, this position is filled by an intern who is enrolled in a Montessori teacher education program.

Adult/Child Ratio

State licensing requirements determine minimum adult/child ratios, and these are fully adequate for the needs of a Montessori classroom. In fact, it is desired that Montessori classrooms have a higher adult/child ratio, as this fosters independent learning, and encourages children to learn from their multi-aged peers.

Progress Reports and Outcomes
Observation and note-taking of the child's activities and behaviors are a part of the teacher's daily work. The teacher maintains a comprehensive checklist to track each child's lessons and follow-up activities, and keeps work samples and notes on behaviors and interactions. These records document the progress and behaviors of each child in every area of the curriculum and supply a useful data source in regards to the child's development. In addition, public schools and some private schools implement standardized testing according to local expectations or requirements.

Role of the Family

The family holds the central place in a young child's life, and ongoing communication between teachers and parents is of great importance for the child's welfare. Teacher/parent relationships in a Montessori school are strong, because the child stays in the same classroom for three years. Parents can expect to be invited to meet with the teacher before their child enters the class, and to be invited to make appointments to observe the classroom in action. Regular parent/teacher conferences provide

opportunities for dialogue, assisting both parents and teachers in their understanding of the child's interests, activities and skills. In addition, parents are encouraged to attend school presentations on child-rearing topics, which often include discussions about ways the Montessori approach may be implemented in the home. The school community includes the children, their families, their teachers, the school administrators and all personnel at the site.

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AMS resources

The Montessori Uninterrupted Work Period. See www.amshq.org > School Materials

AMS School Accreditation Standards and Criteria. See www.amshq.org > AMS School Accreditation

AMS Suggested Materials Lists. See www.amshq.org > School Resources > Classroom Materials

Characteristics of a Montessori Elementary Program

Montessori education embraces the pedagogical principles and practices developed by Dr. Maria Montessori based on her extensive observations of children and her deep insights into the goals of education. This unique approach to education respects the individuality of each child within the classroom community, while fostering personal, intellectual, and social growth through a comprehensive range of age-appropriate developmental activities. The program for children aged six to twelve builds on the foundations of the Montessori early childhood program, and responds to their growing interest in the world beyond the classroom.

Developmental Characteristics of Children ages 6 through 12 years

> *Imagination is the great power of this age.*

> Montessori, Maria, From Childhood to Adolescence

In comparison with the dramatic developmental changes in the preschool years and during adolescence, the elementary years represent a stable period of even growth. At this age, children are strong and well-coordinated, and enjoy physically active games. They have a great thirst for knowledge and can imagine things outside their immediate personal experience. Their new interest in the outside world is characterized by a passion for collecting, and by some big questions. They are interested not only in the highest, oldest, heaviest or longest things, but also in how and why everything came to be, what is good and bad, what is fair and just, and what will be their own role in life. The children openly and freely share their thoughts and enthusiasms, have a sense of humor, and take great pride in their accomplishments. This is the age of hero worship and the desire for close friendships, with efforts to negotiate, to debate and compromise in order to belong within the social circle of their peers. At the same time, they continue to admire their parents and do not question family values.

Philosophical Background

Montessori emphasized that the goal of education is two-fold, to support the full development of individual potential, and to also support each individual in becoming a contributing member in a peaceful society. An education for life addresses physical, social-emotional and character development, as well as academic knowledge and career readiness. Montessori programs are planned to be responsive to the developmental stage of the children, and value self-confident, independent thought and action, as well as warm cooperation and respectful collaboration with others.

The Elementary Level Program stimulates the child's imagination and curiosity. Exciting stories about the origins of the world, the evolution of life and the history of human endeavor establish a frame of reference for further study in all subject areas. These stories of interconnected relationships and ecological interdependence, along with origin stories and inspirational biographies convey the message that every individual has an important role to play in the world, and inform classroom debates about morality and justice as children take increasing responsibility for their own actions within the community of learners. The Elementary program constitutes a cosmic education.

Age-Groupings

Multi-age groupings are essential for a Montessori program, creating a sense of family, making competitive attitudes irrelevant, and guaranteeing the individualization of the curriculum for each child. Elementary I classrooms serve children ages 6 to 9 and Elementary II classrooms serve the age range 9 to 12, while some elementary classes group the full age range from 6 to 12. Optimally, one third of the group changes each year as the oldest children move on and a new group enters. When children stay in the same environment for a three-year cycle, the bonds and understanding between child and teacher are significantly strengthened and the children's sense of security gives them confidence and supports the development of leadership skills, as they take part in organizing community meetings and events, and make group decisions regarding classroom expectations and rules. The older children are role models and mentors for the younger ones.

The Classroom Environment

The classroom environment is the work center and home base for the explorations of the children. A large carpeted open area allows for spreading out large-scale materials on the floor, as well as for whole group meetings. Furnishings in the surrounding space include large and small tables and varied seating options, from desk chairs to sofas. Classic Montessori materials and supplemental resources are displayed for visibility and easy access on open shelving and specialized storage racks, carefully organized by content area and sequence of lessons. Curriculum implementation also requires access to facilities for food preparation, lab experiments and workshop activities, as well as storage for cleaning equipment, personal possessions and work in progress. Indoor plants and small animal habitats and an "outside classroom" provide resources for exploring plant and animal life and cultivating gardens. The environment is attractive, orderly, clean and well-maintained, a demonstration of respect for the people who use it.

Curriculum

> *To do well, it is necessary to aim at giving an idea of all the sciences, not in precise detail but only as an impression. The idea is to "sow the seeds of the sciences" at this age, when a sort of sensitive period for the imagination exists.*

> Montessori, Maria, From Childhood to Adolescence

Great stories told by the teacher about the origins of the world, the evolution of life, and the history of human endeavor are the springboard for the entire elementary curriculum. This is a spiral-sequential curriculum as children hear the stories repeated each year and build on the knowledge they have internalized, delving deeper into the details, and seeing the connections more clearly. The wonder, appreciation and respect for nature and humanity that is inspired by the stories also contributes to the growth of personality and moral character that is intrinsic to the goals of the program. In all areas, the children progress through the three-year curriculum at their own pace with teacher guidance, support and oversight.

Cultural Knowledge

Five great stories are presented annually early in the Elementary I classroom:

- The Origins of the Earth (Physics, Chemistry, Geology, Geography)

- The Coming of Life (Evolution and Biology)

- The Coming of Human Beings (Human Evolution. History. Fundamental Needs of Peoples, Creativity)

- The Invention of Writing (Communication)

- The Invention of Numbers (Mathematics)

The stories are illustrated by charts, scaled timelines, and science demonstrations and artifacts, which are explored by the children throughout the year. The content of the subject areas that are introduced with the stories is further developed in lesson sequences using specific materials, and children have opportunities to select the topics they wish to investigate in greater depth. This follow-up work requires extensive reading and writing, culminating in reports that are presented to the whole class. At the Elementary II level, the focus shifts to the activities and accomplishments of people around the world, with studies of early civilizations, explorations, migrations, economics, and more advanced science.

Practical Life

Competence in daily life and work involves social awareness and a variety of skills and habits that are modeled and practiced in the elementary classroom on a daily basis. Lessons and activities address health, safety and hygiene, grace and courtesy, cleaning and maintenance of the environment, food preparation, uses of technology and media, and nurture of plants and animals. Organization and good study habits are developed with clear expectations and tools such as work plans, daily agendas and calendar deadlines. Ground-rules ensure that the needs of individuals and the group are respected, and the children participate in delineating and enforcing the rules. Regular class meetings provide a forum for discussion, respectful expression of concerns and attempts at resolution.

Going Out

Exploration of the world beyond home and school is an essential element of the elementary program. Valuable real-world experiences foster independence, self-reliance and cooperation, encompassing activities and observations in natural environments such as nature hikes, orienteering and camping, and activities in the community, such as volunteering, visiting museums and factories, and interacting with adults in their workplaces. These experiences are directly linked to curriculum content, and whenever possible, the children take a role in organizing the outside visits.

Literacy

Most children enter the elementary classroom at the age of six years with basic writing and reading skills. The Montessori Elementary teacher is prepared to support each child's level of readiness by starting with lessons at the skill level of the individual. With increasing competence, children will read and write extensively throughout the day, as they immerse themselves in curriculum studies and prepare oral and written presentations of their work. Specific language lessons and exercises strengthen vocabulary and spelling, clarify grammar and syntax, and practice comprehension and expression. A school library offers carefully selected fiction and non-fiction, to engage children in reading for both pleasure and information, while participation in regular group discussions develops the capacity to analyze, critique and express personal opinions and perspectives.

Math

Mathematical concepts are introduced one step at a time, using manipulative materials to promote a solid grasp of number relationships and operations before introducing written notation. At the elementary level, arithmetical operations are conducted with large numbers – up to one million - using materials that are increasingly abstract. The curriculum includes memorization of basic number facts, fractions, decimals, multiples, factors and divisibility, squares and square roots, binomials, trinomials, decanomials, prime numbers and negative numbers. Additional topics introduce ratios and percentages, algebraic equations, measurement, probability and estimation, statistics and graphs.

Geometry

Beginning with visual recognition of plane figures and solids, this curriculum explores the concepts of point, line and plane, the properties of triangles and quadrilaterals, congruent, equivalent and similar figures, perimeter, area, volume, and the theorem of Pythagoras.

Art, Crafts, Music

A variety of tools, media and techniques are demonstrated and used by the children for self-expression, for illustration of curriculum projects, and for construction and experimentation. Appreciation for art and music is encouraged by group discussions of prints of famous paintings and music recordings, while involvement in music is also supported with the tone bar material and opportunities for singing, playing instruments and lessons in notation.

Daily Schedule

An uninterrupted work period is key to ensuring that children have the time to settle into their tasks without being interrupted unnecessarily. The varied activities of the children demand focus, attention and concentration, so a daily time block of two to three hours is scheduled to protect the work flow. During this time the teacher observes, consults, and gives individual and small group lessons. The children work individually or collaboratively at their own pace. Classroom ground rules set specific limits, while encouraging autonomy. Freedom of choice, movement, and repetition are fostered throughout the child's day, while freedom is balanced with responsibility. Whole group activities such as class meetings, 'specials" and meals are scheduled outside the uninterrupted work period.

Role of the Teacher

The Lead Teacher

Montessori teachers have completed a highly specialized course of training for the age level of the classroom and are viewed as guides and facilitators of learning. The teacher designs and prepares the learning environment, entices interest in curriculum topics and gives clear lessons on the uses of the materials. Most lessons are presented to small groups while the other children in the classroom are working independently. Each child makes work choices based on an individualized weekly or monthly work plan that has been created in consultation with the teacher. The older children have significant responsibility for managing their workload and are held to expectations for timely completion.

The curriculum in each area is precisely sequenced, and the teacher keeps observation records of the interests and skill level of each child, which are regularly referenced to decide when to introduce the next

activity. The number of lessons each child receives each week and the sub-groupings for lessons vary accordingly. The teacher supervises the class with a gentle, consistent demeanor, presenting a model of peace and kindness, grace and courtesy, respect and caring, while taking care to maintain a neutral, non-judgmental stance in interactions with the children, by avoiding any indication of competitive comparisons.

<u>The Classroom Team</u>
Montessori elementary teachers sometimes work in a teaching team with one or more additional Montessori-credentialed teachers. The resulting opportunities for collegial discourse and shared responsibilities benefit the children as well as the teachers. Schools may also employ classroom assistants as teacher aides.

<u>Classroom Assistants</u>

Most schools employ classroom assistants who provide support to both teacher and children. The assistant is often trained on the job, though some assistants may have attended training courses or workshops. Sometimes, this position is filled by an intern who is enrolled in a Montessori teacher education program.

<u>Adult/Child Ratio</u>

State licensing requirements determine minimum adult/child ratios, and these are fully adequate for the needs of a Montessori classroom. In fact, it is desired that Montessori classrooms have a higher adult/child ratio, as this fosters independent learning, and encourages children to learn from their multi-aged peers.

<u>Progress Reports and Outcomes</u>

Observation and note-taking of the child's activities and behavior are a part of the teacher's daily work. The teacher maintains a comprehensive checklist to track each child's lessons and follow-up activities, and keeps work samples and notes on behaviors and interactions. These records document the progress and behaviors of each child in every area of the curriculum, and provide the basis for planning, instruction, and assessment. These records also supply a useful data source in regards to the child's development. In addition, public schools and some private schools implement standardized testing according to local expectations or requirements.

Role of the Family

Parents and family members have an integral role in the education of every child, and ongoing communication between teachers and parents is of great importance for the child's welfare. Teacher/parent relationships in a Montessori school are strong because the child stays in the same classroom for three consecutive years, which affords ample time to develop partnerships of mutual trust. Parents can expect to be invited to meet with the teacher before their child enters the class, and to be invited to observe the classroom in action. Regular parent/teacher conferences provide opportunities for dialogue, assisting both parents and teachers in their understanding of the child's interests, activities and skills. In addition, parents are encouraged to attend school presentations on child-rearing topics, which often include discussions about ways the Montessori approach may be implemented in the home. Parents may support teachers by sharing their expertise in areas of study, by volunteering as chaperones

on outings, and by providing assistance with special events. The visible presence of parents at school events also contributes to communicating their belief in the value of education to their children.

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AMS Resources

The Montessori Uninterrupted Work Period: See www.amshq.org > School Materials

AMS School Accreditation Standards and Criteria: See www.amshq.org > AMS School Accreditation

AMS Suggested Materials Lists: See www.amshq.org > School Resources > Classroom Materials

Characteristics of an AMS Montessori Secondary Program

A Montessori Secondary Program for middle and/or high school students is inspired by Maria Montessori's writings and philosophy. While Dr. Montessori clearly articulated a curriculum for Montessori Early Childhood and Elementary age groups, she left only general guidelines for Montessori Secondary programs, writing of the need for secondary school reform that addressed the unique developmental characteristics of 12- to 18-year-olds.

Dr. Montessori's theories, which are today supported by modern scientific research, provide direction for establishing a prepared learning environment for adolescents. These environments integrate vigorous student-centered academic studies with purposeful work, preparing adolescents to become contributing adult-citizens who are self-confident and who possess skills needed to thrive in society.

Developmental Characteristics of the Adolescent (12 - 18 years of age)

> *We must truly consider this mysterious and wonderful creature which the adolescent is because adolescence, one can say, is not only a period of growth, but rather a great transformation – if you like, a creation.*

Montessori; 34th Lecture, 1938

A Montessori Secondary program is designed to address the needs of students entering a new plane of development characterized by construction of the social self, issues of self-concern and self-assessment, critical thinking, and the continued construction of social and moral values.

During this period, the adolescent demonstrates the following characteristics:

- Adolescents experience a period of tremendous physical growth, the onset of puberty (sexual maturation), and boundless energy.
- Typically, adolescents experience self-awareness and self-criticism, emotional ups and downs, uncertainty, vulnerability (self-doubt and hesitation), argumentativeness, and ego-centrism.
- Socially, they seek solidarity with peers. However, they can be critical of those peers and of adults. Concurrently, they crave greater independence. They are concerned with human welfare and dignity, and are often morally and ethically minded.
- Adolescents exhibit novelty-seeking and risk-taking behaviors and seek intensity and excitement as a result of their under-developed pre-frontal lobe (which controls impulses and emotions). They exhibit an increased desire for autonomy, an increased interest in "group-think", and susceptibility to peer pressure. Adolescents benefit from positive bonds with non-parental adults they can trust.
- Cognitively, adolescents are critical thinkers who question why, are creative and have a greater ability to reason, and are capable of mature thought if framed in a personal context.

Key Features of a Montessori Secondary Program

> *But above all it is the education of adolescents that is important, because adolescence is the time when the child enters on the state of manhood and becomes a member of society.*

Montessori, 1948. P. 60

Dr. Montessori did not intend for a Montessori Secondary program to stand-alone. Ideally, Secondary programs grow from Montessori Elementary programs, so that the majority of Secondary students have previous Montessori experience over a 3-year cycle. If there are openings, students without a Montessori background may be considered, but it is recommended that they make up no more than 25% of the student body of the school.

The classroom environment is characterized by a student-centered, constructivist approach that enables adolescents to manage time, exercise choice, organize themselves, and practice self-regulation and reflection within a group context. The adolescent community is a mini-society of adolescents and teachers in which relationships are nurtured. The environment has the necessary **materials and supplies** for academic courses and Erdkinder work.

Age Groupings

In Secondary I (ages 12-15) programs, the ideal community classroom will have two adults working together to integrate curriculum content. For example, there are two core academic teachers, or one academic teacher and a specialist or assistant.

In Secondary II (ages 15-18) programs, the ideal community will have core subject-specific teachers working together to integrate the curriculum content.

The adult-to-adolescent ratios at Secondary I and Secondary II should optimize a sense of community and ensure that teaching staff are able to develop strong personal relationships with their students.

The classroom structure also allows for **multi-age groupings** in core curricular classes. Secondary students may be grouped in 2- or 3-year age groupings as follows: ages 12-14, 14–16, 16–18 (grades 7–8, 9–10, 11–12) **or** ages 12-15, 15–18 (grades 7–9, 10–12).

Daily Schedule

The schedule allows for uninterrupted work periods for core curricular subjects (math, science, social studies, language arts, additional world languages, and other core subjects). Uninterrupted work periods (a minimum of 90 minutes for each core academic subject) honor student choice, foster concentration, and support student engagement in work.

Adolescent communities allow opportunities for collaborative work and student leadership as exhibited by:

- Daily student-led community meetings
- A community of learners engaged in collaborative work
- Activities such as structured dialogue and discourse among students, inquiry-based problem solving, and applied scientific method that encourage diversity of perspectives, thoughts, and learning styles
- A culture that fosters compassionate and respectful interactions

- A just society for all, demonstrated through grace and courtesy

Montessori Adolescent programs promote responsible and ethical **use of technology**, with the majority of the school day spent in learning activities and practices that require peer-to-peer and student-teacher interaction.

Curriculum

> *Study should not be restricted by the curricula of existing secondary schools…the aim should be to widen education instead of restricting it.*

<div align="right">Montessori, Maria. 1948. P. 71</div>

Although Dr. Montessori did not create a curriculum for the third plane of development, she did offer a general outline of study. A Montessori Secondary curriculum:

- Meets the developmental needs of the adolescent
- Builds upon the Montessori Early Childhood & Elementary curricula
- Follows the three-period learning design
- Exhibits a transdisciplinary approach to learning
- Includes student-led community meetings and opportunities for collaborative work
- Is student-centered and constructivist as evidenced by students managing time, having choice, organizing, and participating in whole-group decision-making
- Cultivates awe and wonder
- Incorporates time for reflection, silence, and solitude into the daily schedule
- Offers field studies and out-of-classroom excursions designed to cultivate global citizenship
- Requires field experiences in nature that may include land labs, camping, internships, service learning, and outdoor education trips
- Provides experiences that promote a genuine understanding of economics that may include developing and running a business or selling produce at a farmer's market
- Fosters a culture that engenders a sense of hope in the progress and potential of the human spirit

Dr. Montessori emphasized that Montessori Adolescent programs should be rooted in work of the hands and heart, as well as work of the head. Especially for 12- to 14-year-olds, a Montessori curriculum is rooted in "Erdkinder", the German word for "Earth Children". As important as intellectual work is at this level, the inclusion of activities in nature (e.g. farming, gardening, physical work) that are directly tied to the adolescent's heart and hands is emphasized. A minimum of ten days of overnight field study per year, which may be delivered in two 5-day intersessions, is recommended.

A spiral curriculum is implemented to expose students to many interrelated topics, repeatedly over time. The Montessori Secondary program expands upon learning fostered in Elementary programs and includes core curricular courses of language arts, mathematics, sciences, and social studies that are cognitively challenging in scope. In addition, students take specialized courses including world language courses, visual and performing arts, health, and fitness, among others and participate in field studies linked to themes, academic work, and service learning. Practical Life at the Secondary level includes student use of checklists, work plans, planning calendars, and/or study guides that promote executive functioning skills such as time management, organization, and decision-making.

Montessori Secondary students engage in independent, interest-based research projects that integrate core curricular areas and electives. The scope of these projects matches the developmental level of the students, beginning in Secondary I and culminating in a High School Senior Thesis project and presentation.

The Montessori Secondary curriculum emphasizes the nobility of work—that is, meaningful work done with humility and purpose. The curriculum allows for differentiation and choice, supports engagement and focus on all work tasks, and promotes mastery learning. Lessons and activities encourage active engagement, questioning and dialogue. Students use self-evaluations and rubrics to reflect on and self-assess their learning.

Role of the Teacher

> *(Teachers) should have the proper qualification for teaching in secondary schools, but this does not mean that they should be free to use their own methods, for they must agree to adopt special methods … these teachers should be open-minded, ready to take part in a new experiment.*

<div align="right">Montessori, 1948. P. 80</div>

Montessori Secondary teachers are viewed as facilitators and student-centered guides, compared with "traditional" teachers who provide direct instruction. As such, they are required to complete a highly specialized course of training and earn an AMS Secondary credential. Procedures and practices for fully implementing a Montessori Secondary program are specifically taught to adult learners in teacher education programs. These practices are developed during and after the completion of training, so that each Secondary program is individual and unique based upon the program location, the school culture, and the needs of the adolescents.

The Montessori Secondary teacher fosters teacher/student/peer interactions that exhibit respect, and grace and courtesy. The Montessori Secondary teacher will:

- Complete a highly specialized AMS Secondary course that focuses on appropriate processes for teaching and learning in the third plane of development and earn an AMS Secondary credential
- Apply current research in the field of adolescence that aligns with Montessori processes and content
- Serve as an inspiring role model
- Practice personal and professional reflection, self-care, and renewal activities on a regular basis
- Recognize and encourage the development of positive qualities in the adolescent by maintaining a vision of what students can become, and by providing support and encouragement for each student to achieve his or her full potential
- Observe and respond to adolescent needs for leadership, movement, creativity, problem-solving, responsibility, independence, and autonomy
- Demonstrate mastery of curriculum content by providing whole group lessons, mini lessons, and individual coaching to students
- Create work that helps students synthesize learning
- Foster and support cooperation and collaboration within the adolescent community
- Assist the adolescent in finding her/his place in society

Role of the Family

> *During the difficult time of adolescence it is helpful to leave the accustomed environment of the family in the town and go to quiet surroundings in the country, close to nature.*

<div align="right">Montessori 1948. P.80</div>

At the third plane of development, the role of the adults in the family changes from what it was during the earlier years. Their role is to:

- Learn about the unique characteristics of adolescents and the Montessori Secondary program
- Advocate for the healthy development of their adolescent's unique identity and belief system
- Set and maintain firm but reasonable limits and enforce those limits consistently
- Encourage the appropriate development of their adolescent's independence
- Recognize and honor the importance of the adolescent community

Dr. Montessori recognized the important role of families at all developmental levels. She understood that young people entering adolescence were no longer children and not yet adults.   One goal of the Montessori Secondary program is to help the family adapt to the transitional dynamics of adolescence. For example, in order for the student to experience real-life decision making, family members are discouraged from supervising field studies. On the other hand, it is imperative that the family attends student-led conferences that celebrate the student's growth.

Essentials of a Montessori Secondary Program

The seven essentials listed below are provided to communicate clearly the core essentials for a Montessori Secondary program. It takes time to implement all the features and aspects of a Montessori Secondary program described above. In an effort to assist programs that would benefit from a clear list of core requirements, the seven essentials for a Montessori Secondary program are listed below:

1. Honors the social needs of adolescents by serving a minimum or 8 students.
2. Has multi-age groupings in core curricular classes. Secondary students may be grouped in 2- or 3-year age groupings as follows: ages 12-14, 14–16, 16–18 (grades 7–8, 9–10, 11–12) or ages 12-15, 15–18 (grades 7–9, 10–12).
3. Is student-centered and constructivist as evidenced by students managing time, having choice, organizing, and participating in whole-group decision-making
4. Has student-led community meetings and opportunities for collaborative work.
5. Has a schedule that minimizes disruptions in physical and mental work flow and that maximizes time for student engagement in their work. The schedule includes work periods that are 90 minutes or more in length. A common model of weekly scheduling is that of four days per week for each core subject. The fifth day is typically reserved for going outs, specials, etc.
6. If curricular subjects are separated, the schedule allows for 90 minute (or more) class periods for each core subject.
7. Has the necessary materials and supplies for implementing academic courses and Erdkinder work.
8. Has core teaching faculty who hold (or are in the process of earning) an AMS Montessori Secondary credential

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AMS Resources

AMS Montessori Uninterrupted Work Period: See www.amshq.org > School Materials

AMS School Accreditation Standards and Criteria: See www.amshq.org > AMS School Accreditation

AMS Suggested Materials Lists: See www.amshq.org > School Resources > Classroom Materials

APPENDIX J
The History of AMS and MACTE

Since 1960, Montessori teacher education certification courses have been offered by institutions affiliated with several professional societies, including the American Montessori Society (AMS); Association Montessori Internationale (AMI); International Association of Progressive Montessori (IAPM); London Montessori Centre (LMC); Montessori Educational Programs International (MEPI); Montessori Institute of America (MIA); Montessori St. Nicholas Centre/London (MSNL); National Center for Montessori Education (NCME); Pan American Montessori Society (PAMS); and St. Nicholas Montessori College/Ireland (SNMI). Many certification courses have also been established by freestanding, independent institutions.

Becoming concerned about issues of quality control and consumer protection, AMS moved to a system of voluntary accreditation in 1970 based on standards and peer review. Petitions for federal recognition were presented by AMS in 1974, and by both AMS and AMI in 1977. The Secretary of Education denied these petitions, and requested that AMS investigate how a uniform approach to accreditation could be achieved by the Montessori community as a whole.

The diversity of Montessori teacher education institutions proved to be a barrier to accreditation by other agencies which had already been granted USDE recognition. This included both freestanding institutions and universities, graduate and undergraduate postsecondary levels, TEPs offering only a specialist preparation for certification, and those in which preparation was integrated into a degree program. Recognized agencies which accredit teacher education tend to be regionally organized and to serve college/university programs. Their structures could not accommodate specialist preparation unrelated to a degree program. Montessori teacher education simply did not fit these models.

The fact that no recognized agency could offer accreditation to the diverse group of Montessori institutions left formation of a new, specialized agency as the only viable route to recognized accreditation. This path required the identification of established standards accepted widely by professionals within the Montessori field. Such standards were identified by six Montessori teacher education groups in 1978, following a meeting attended by representatives from five Montessori societies, independent institutions, and groups from outside the Montessori community.

At this time, unable to attract broader financial commitment and support, AMS proceeded to analyze the standards and procedures of other Montessori and accrediting organizations, with the goal of developing an umbrella agency for specialized teacher education. To ensure both integrity and complete autonomy for the new agency, it was incorporated by AMS in the state of New York in 1982, as a nonprofit educational corporation under the name "Accreditation Council for Childhood Education Specialist Schools" (ACCESS). At that point, AMS elected to discontinue its own accreditation activities and accept ACCESS accreditation as a requirement for its affiliated teacher education institutions.

APPENDIX K

This appendix will be available for download on the AMS website.

Fundamental Tenets of an AMS-Affiliated Teacher Education Program – Rubric

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

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

	EXEMPLARY	SATISFACTORY	GROWTH NEEDED
All levels approach the course content in a way that illustrate the inherent connections of cosmic education.	Cosmic education is understood to be rooted in the methodology and subject areas of the earliest levels, emphasized at the elementary levels and explored more deeply in secondary to inspire social action. It is understood to be the driving force for the transformation of the teacher and ultimately for the child's discovery of a cosmic task. The connections and direct and indirect preparation between all curricula at the level of study, and prior and succeeding levels is emphasized in every course. Respect for the living and non-living world permeates all subject areas and the impact of personal choice on the sustainability of each is a repeated theme throughout all courses (e.g., AL learns about environmental impacts of decisions in regards to resource use). The mechanisms, theories and implications of evolution	Cosmic education is understood as a focus of all levels of Montessori curriculum and faculty can articulate the role their own course plays in the continuum. There is some discussion of the value and purpose of cosmic education in achieving these goals. Course curricula are approached as a series of discrete and isolated subjects with analysis of connections and of the direct and indirect preparation offered within and between courses. Respect for the living and non-living world is referenced as an ideal and there is some attention to the impact of personal choice on sustainability of each. The mechanism, theories and implications of evolution are presented through the Great Lessons and Impressionistic charts and experiments at the elementary level and revisited at the secondary level. Adult learners embrace this aspect of the curriculum.	Cosmic education is viewed as an elementary focus. IT and EC courses do not address the ways in which the experiences and curriculum at those levels are the underpinnings of cosmic education at upper levels Secondary courses to not address the manner and ways of building on the elementary cosmic curriculum to inspire social action. The course curricula are approached as a series of discrete and isolated subjects with occasional reference to connections, or to the direct and indirect preparation offered within and between subject areas. Respect for the living and non-living world is referenced as an ideal without analysis of the actions and decisions that demonstrate it. Evolution is not presented as a core aspect of the elementary curriculum or it is presented as

	are a vital part of the curriculum at the elementary and secondary level. Adult learners embrace evolution of the person, planet and species and are prepared to respond to those who have religious beliefs that diverge from the scientific evidence.		"optional".

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

	EXEMPLARY	SATISFACTORY	GROWTH NEEDED
Course content conveys the deeper threads of cosmic education in the curriculum design and help AL be structured in understanding of the drawing force of cosmic ed.	There is an articulated plan for each course component that fosters a transformational process throughout all of the TEP's coursework. The underpinnings of cosmic curriculum are shared in order for the AL to see the importance and impact on the child's transformation, the classroom as a whole and in the long run, on humanity. The TEP presents opportunities to explore the difference between spirituality and religion and methods for nurturing the spiritual and moral development of children. Adult learners show evidence they can confidently articulate these ideas to parents and others (e.g., cosmic education, peace education and in older children and adolescents comparative religious studies). The TEP develops activities for individual reflective practices and learning experiences that intentionally support a transformational process. This process seeks to instill trust in: • the magnificence of children, • honoring the individuality of every child • the Montessori materials and their possibility and • themselves as teachers, who are committed and engaged in an ongoing reflective teaching process. The coursework allows for a dedicated process that engages reflection on negatively impacting life experiences, while practicing gratitude and celebrating their cosmic task.	Completion of a thoughtful review of each course component in order to develop programming that supports an experiential and research informed study of spirituality that allows an intentional as well as organic transformational process throughout all of the TEP's coursework. The ideas behind cosmic curriculum are shared in order for the AL to see the importance of the child's transformation and development and its impact on the classroom as well as the greater impact on humanity. The difference between spirituality and religion is explored and methods for nurturing the spiritual and moral development of children are studied. Activities are developed for individual reflection and learning experiences leading towards a transformational process but are limited in depth and occurrence within the course. The coursework allows for a limited amount of reflection on negative impacting life experiences and engages in reflection that celebrates life and the idea of cosmic task. Models for service to humanity-lectures and dedicated discussions shows evidence of AL learning experiences that share the values of being models of service to humanity. (See: cosmic curriculum.)	There is a lack of a coherent plan for an experiential study of spirituality that informs an intentional as well as organic transformational process. Cosmic curriculum is not shared in order for the AL to see how transformation of the adult and the child impacts humanity. The difference between spirituality and religion are not explored and methods for nurturing the spiritual and moral development of children receive limited attention. There is not a transformational process that instills a trust for children and their magnificence, the materials and their possibility and themselves as teachers. The coursework allows for an incoherent study and minimal amount of reflection on negative impacting life experiences and the celebration of life. The work is not tied to the idea of cosmic task. Lectures are given that share the idea of a teacher as a support for the idea of modeling service to humanity. (See: cosmic curriculum.)

Models for service to humanity-lectures, AL research and dedicated discussions show evidence that study and reflection guide the AL toward an outward manifestation of interconnectedness, receptivity and openness when designing curriculum and engaging children and their families. Exploration of opportunities of being in service to humanity are included. (See: cosmic curriculum.)			

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

	EXEMPLARY	SATISFACTORY	GROWTH NEEDED
Peace Education as a course component.	Peace education has been broadly and fully defined to include Dr. Montessori's work as a social justice movement, social-emotional intelligence, anti-bias and anti-racist training, global/multicultural awareness, conflict resolution, and bullying response and prevention. The scope and sequence for this course has been mapped for all developmental levels of the TEP and is presented at every level. Practice and application occurs during the course at developmentally appropriate levels so that adult learners can articulate the meaning, components and actions of education for peace.	Peace education has been broadly and fully defined by the TEP and course syllabi include some but not all of the following aspects: social justice, social-emotional intelligence, anti-bias and anti-racist training, global/multicultural awareness, conflict resolution, and bullying response and prevention. TEPs with multiple levels have mapped the scope and sequence of peace education across levels but presentation is inconsistent from level to level. There is practice and application of some, but not all elements of peace education.	Peace education is included in some aspect of the course but content is limited to "the Peace Table or Peace Rose" and conflict resolution. There has not been a review of peace education sequence in TEPs with multiple levels. There is limited practice and application of the concepts of peace education in the course.
Develops a community of learners with trust, diversity and peaceful ways of working together and addressing conflict.	Adult learners and faculty can articulate the nature and value of community in a Montessori classroom and school as a whole. They work together as a highly collaborative and supportive community. Adult learners are practiced at leading community meetings and are prepared to facilitate a culture of connection and collaboration in their classrooms. Adult learners can articulate an expansive notion of diversity and a variety of strategies for inclusion of diverse members in their community. Faculty and adult learners welcome and encourage the open expression and exploration of divergent points of view.	The nature and definition of "community" in a Montessori classroom and in a school as a whole are explored in discussion. This spirit of collaboration and mutual support has been intentionally facilitated by the TEP. The classroom community meeting is introduced and practiced as appropriate for the developmental level and ways of creating connection among students are explored. The deeper meaning and implications of diversity and inclusion for the community are explored in the course. There are some strategies for creating an inclusive community within the TEP. Faculty allow the open expression and exploration of divergent points of view but are not always intentional in	The concept of a "community" in a Montessori classroom and school is introduced but rarely practiced during the course. There is little attempt to create connection between adult learners. Adult learners are not introduced to the idea of community meetings and are not assisted in creating connections between their students. An exploration of the deeper meaning and implication of diversity and inclusion is lacking. There is little recognition of the need for attention to inclusion. There is no attempt by faculty to encourage or explore divergent points of view.

	EXEMPLARY	SATISFACTORY	GROWTH NEEDED
	Communication is open, effective and proactive. Adult learners demonstrate skills required to engage in difficult conversations and to resolve conflict. When conflict arises it is addressed promptly. Adult Learners can articulate the nature of trust, how to establish and maintain it with their parents, coworkers and students and how to repair it if it is broken.	exploring them or in encouraging adult learners to overcome reluctance to express them. Communication skills required for the diverse roles of teachers are introduced and practiced as is conflict resolution for children and adults. The establishment and restoration of trust is taught and practiced and adult learners understand the importance of it in their partnership with parents.	Communication skills are not part of the course content and conflict resolution is introduced but practice is limited to work with children. Establishment of trust in the parent- teacher- child or teacher-child relationship is not specifically addressed by the TEP.

4. **Respect** for oneself, others, and for the environment is fostered in all interactions.			
	EXEMPLARY	**SATISFACTORY**	**GROWTH NEEDED**
Respect for self.	Course content addresses all elements of self-respect such as maintaining a positive attitude; physical, emotional and mental self-care, and humility; ability to set boundaries and to apologize and move on from mistakes. Adult learners are guided through a process of personal reflection to identify areas where they may need to focus attention. The program provides personalized support and coaching to aid in their growth (e.g., Selected reading, journaling, mindfulness techniques introduced and practiced). Adult learners can articulate the importance of self-respect as a basis for respectful teaching.	The course has content and/or practice addressing most elements of self –respect and self-care. Adult learners are guided through a process of personal reflection to identify areas where they may need to focus attention. The importance of self-respect as a basis for respectful teaching is referenced by faculty.	The course has content and/or practice addressing a few elements of self- respect and self-care. There is no personal reflection on this topic and individuals who have challenges in this area do not receive support. The connection of self- respect to respectful teaching is not addressed.
Respect for others.	Adult learners participate in creating a working agreement for open, respectful behavior and conduct during their course. Conduct standards are understood and observed consistently from course to course to minimize disruption to the learning and community climate. Adult learners monitor their own behavior and give feedback to others if they are being disrespected. Instructors intervene when necessary.	There are written guidelines for open, respectful behavior and conduct during the course and practicum. Conduct standards are understood but the learning and community climate is sometimes disrupted because of inconsistent enforcement from course to course. Instructors immediately give feedback to anyone who is disrupting the learning or community climate of the class (e.g., invite them in for a chat, describe what needs to change, second warning goes in writing with clearly described consequences, third time they are out).	There are written guidelines for respectful behavior and conduct during the course and practicum but they are incomplete or unclear. There is confusion about what the conduct standards are or they are not enforced. Learning and community climate is often disrupted. Instructors do not effectively manage students who disrupt the course.

| Respect for environment. | Adults participate in jobs for environment care during the course and complete them as requested.

If individuals forget their job someone else does it for them or reminds them.

Materials are consistently returned to the proper place and classrooms are left in order at the end of the day.

Community and shared work space is neat and tidy. | There is a job chart for environment care during the course and adults take turns signing up for jobs and completing them.

Sometimes jobs are not completed and it is left to the instructor to remind or complete.

Materials are sometimes returned to the proper place on the shelf when practice is finished.

Community and shared work space is generally kept neat and tidy by adult learners and staff. | Adult learners have very limited responsibility for care of the indoor or outdoor environment but do receive instruction about why children participate in this.

Jobs are assigned but completion is spotty and not enforced.

Classroom and materials are often left in disarray at the end of the day.

Community spaces and shared work spaces are cleaned by staff. |

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

	EXEMPLARY	SATISFACTORY	GROWTH NEEDED
Child/Adolescent Environment.	Academic phase instruction occurs within or adjacent to fully equipped classroom of the level of instruction. Adults have exposure to multiple such environments for observations, throughout their study. Example classroom is aesthetically pleasing, clean, safe and orderly. Adults have access to materials from every curriculum area throughout the academic phase and to a variety of examples available for some activities. Materials are sequenced, clean, in good repair, complete and adequate in number and there are adequate sets to allow for efficient practice. Rugs used for presentations and practice are adequate in number, clean, in good repair and demonstrate a variety of options. Adult learners demonstrate the ability to critically evaluate scientific accuracy of materials as well the suitability and accuracy of supplemental materials before adding to the classroom. The course exposes learners to a variety of outdoor learning environments and "classrooms" as part of the instructional experience.	Academic phase instruction occurs within or adjacent to fully equipped classroom of the level of instruction, or such a classroom is constructed within the adult learning space. Example classroom is clean, in good repair, safe and orderly. Adults have access to materials from every curriculum area throughout the academic phase. Materials are sequenced, clean, mostly complete and adequate in number. Rugs used for presentations and practice are adequate in number, clean and in good repair. There is some discussion of the need to monitor scientific accuracy of science materials and of the pros and cons of supplementary materials and practice evaluating such materials. There is discussion of purpose and creation of outdoor learning environments during the instructional period.	There is limited exposure to a prepared environment for the level of study during the academic phase and it occurs via video or field trip. Example classroom is dingy, dirty, unsafe and/or in need of repair. Materials for the component being taught at the moment are available but those for other course components are removed. Materials for instruction or practice are missing, incomplete, worn, dirty or lacking in number or there is only one of each material. Rugs used for presentations lack one or more of the necessary qualities: number, cleanliness, or good repair. Criteria for evaluating supplementary materials and scientific accuracy are not provided or discussed. There is little or no exposure or discussion of outdoor learning environments during the instruction period.

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Adult Environment. Align across categories.	Furniture is adult size and allows flexible arrangement to support various types of collaborative learning. Audio visual and technology equipment is available, up to date, and functioning and faculty know how to use it. Classroom is comfortable, aesthetically pleasing, orderly, clean and safe. Physical comforts promote a positive learning environment. There are extensive resources for material making and research (e.g., paper cutters, copy machines, laser printers, internet, books and access to raw materials for purchase).	Furniture is adult size, arranged in a way to support collaborative learning. Audio visual and technology equipment is available and functioning and some faculty can use it. Classroom is clean, safe, orderly and aesthetically pleasing. Attention is paid to physical comfort. There are some resources for material making and research.	The adult learning environment provides inappropriate sized furniture or furniture that it is not arranged in a way that supports collaborative learning. Audio visual and technology equipment is missing or not functioning or instructors don't know how to use it. Classroom is disorderly, dirty or in need of repair and attention to beauty. Physical comforts in support of optimum learning are lacking. There are minimal resources for material making and research.

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

	EXEMPLARY	SATISFACTORY	GROWTH NEEDED
Application of Constructivist Theory and Appropriate Adult Instructional Practice. (1st Period PRESENT) Activate learners' prior knowledge, present the content. (2nd period PRACTICE) Give time to explore, practice and process the content together in a variety of ways. (3rd period TEST) Summarize, synthesize and retrieve content to assess and increase retention.	Faculty have training in facilitation of adult learning and develop outcomes, plans and assessments that provide evidence of achievement of outcomes. Instructional methods include a rich mix (6+) of strategies including lecture, visuals, hands on activities, observation, case studies, Socratic method, crucial questions, demonstrations, small group discussion, advance organizers, and a variety of active learning experiences. The principles of constructivist and brain based instructional practice for adults are consistently used with ALs by all instructors. (See above-instructional methods). The uses of the three period lesson for constructivist and brain based education are explicitly analyzed and applied by both faculty and adult learners. See Column 1- Instructional methods. Adult learners are introduced to the planning of instruction for adults and public presentations and demonstrate a strong ability to plan, prepare and present content, and the results of their learning, employing course principles as they do so.	Faculty are trained in facilitation of adult learning and majority develop outcomes and instructional plans with minimal evidence of achievement of outcomes. Some instructors utilize a variety (3 – 6) of instructional strategies (lecture, visuals, hands on activities, observation, crucial questions, demonstrations, small group discussion, advance organizers, and a variety of active learning experiences. Some instructors use the principles of constructivist and brain based instructional practice for adults. (See Column 1-instructional methods). The connection of the three period lesson to constructivist and brain based education is mentioned but not fully understood or applied by all instructors. Adult learners are introduced to the planning of instruction for adults and public presentations and receive limited practice applying these principles during the course. Faculty members are assessed by adult learners and course supervisor on instructional technique and utilization of this information to develop faculty skills is limited or inconsistent.	Faculty have limited or no training in facilitation of adult instructional methods and do not establish outcomes, nor employ instructional plans to achieve them. Instructional methods are primarily passive (lecture and note-taking) with little opportunity for active processing, questioning or interaction with either the content. Individual content modules are missing one or more elements of constructivist and brain based instructional practice. (See Column 1-instructional methods.) The three period lesson is not utilized or recognized as a tool for adult instruction and learning by most instructors. Adult learners are not introduced to the principles of effective adult instruction and public presentations and receive no opportunities to share information with fellow adult learners. Faculty instructional methods are assessed by the ALs or staff but the results are not utilized.

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	Instructional effectiveness and professionalism of faculty members is assessed by adult learners and these assessments are used to further develop faculty members skill set.		

7. **Modeling** movement, choice, peer teaching, dispositions, commitment to service, and reflective practices by teacher educators and mentors occurs so adults observe and experience Montessori theory in action.			
	EXEMPLARY	**SATISFACTORY**	**GROWTH NEEDED**
Movement, Choice and Peer teaching, Dispositions, Commitment to Service and Reflection.	The staff and faculty have participated in a shared discussion of Montessori principles of lifelong learning, reflective teaching practices and the defined attitudes and dispositions of a Montessori teacher and how and why to model them in their work with adult learners. There are frequent opportunities for reflection, movement and hands on learning throughout all course components. More than one learning activity is offered in many situations and ALs are encouraged to suggest others. Peer teaching and collaboration is obvious and consistent throughout all components.	The staff and faculty have individually reviewed these Montessori principles and sometimes model them in their work with adult learners. There are occasional opportunities for reflection, movement and hands on learning. Choice of learning activity is offered in many situations and courses. Peer teaching and collaboration is limited or inconsistent from course to course.	Individual staff and faculty model some aspects of lifelong learning, reflective teaching practices and the defined attitudes and dispositions of a Montessori teacher but the TEP has not reviewed them as a community. Except for practice with materials there is little to no movement or hands on learning and reflection is limited to a few courses. Choice of learning activity is limited or non-existent in some courses. There are occasional opportunities for collaborative work but instructors are still the primary dispensers of content.
AMS Code of Ethics.	AMS Code of Ethics is provided to faculty and adult learners and activities are devoted to its review and application at every certification level.	AMS Code of Ethics is provided to faculty and adult learners there is limited discussion.	The AMS Code of Ethics is provided to faculty and/or adult learners but there is no discussion of it among either group.
AMS Program Level Characteristics and Best Practices Statements.	AMS Program Level Characteristics and Best Practices Statements found in the AMS Teacher Education Affiliation Handbook are provided to faculty and adult learners. Activities are devoted to review and application of them at every certification level. Adult learners can articulate the AMS position statements and determine whether accommodation or education is the appropriate response to situational variation and what accommodations are acceptable (e.g., Multiage classroom).	AMS Program Level Characteristics and Best Practices Statements are provided to faculty and adult learners and class time and they are discussed at every certification level. Adult learners can articulate the AMS position but not always the rationale or distinguish when accommodation or education are the appropriate response.	The AMS Program Level Characteristics and Best Practices Statements are provided to faculty and/or adult learners but there is no discussion of them among either group. Adult learners are unaware of the AMS position statements and cannot articulate the content.
Teacher Education Program Rights and Responsibilities.	The AMS Teacher Education Program Rights and Responsibilities is provided to faculty and adult learners and activities are devoted to review and application of	The AMS Teacher Education Program Rights and Responsibilities is provided to faculty and adult learners and discussed at every certification level.	The AMS Teacher Education Program Rights and Responsibilities is provided to faculty and adult learners but there is no discussion of it among either group.

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	them to practice at every certification level. Adult learners evaluate the TEP's fulfillment of its responsibilities as well as their fulfillment of their adult learner responsibilities at the completion of the course. This information is shared with faculty for reflection and improvement.	Adult learners evaluate the fulfillment of the TEPs responsibilities as well as their fulfillment of adult learner responsibilities at the completion of the course.	There is no evaluation of fulfillment of responsibilities by adult learners or faculty.
Online Learning Development and Teaching.	Staff and faculty have a shared discussion of online learning best practices in developing and teaching online, including the joint creation of a method of ensuring quality. Support is provided to address the unique needs of online learners and instructors. Support includes an online learning expert experienced in developing and teaching online. Online learning encourages community engagement between learners and the instructor during learning. An online learning engagement tool is used to facilitate community engagement. All online learning meets accessibility needs of any learner and/or instructor.	Staff and faculty individual review online learning best practices to ensure quality in developing and teaching online. Support is occasionally provided to address the unique needs of online learners and instructors. Support includes occasional availability of an online learning expert experienced in developing and teaching online. Online learning encourages community engagement between adult learners and the instructor during learning. Some online learning meets accessibility meets of any learner and/or instructor.	Staff and faculty do not individually or as a group discuss best practices for ensuring quality in developing and teaching online. Support is not provided to address the unique needs of online learners and instructors. No expert experienced in developing and teaching online is made available. There is limited online community engagement between the instructor and the adult learners. Little to no learning meets reasonable accommodations for accessibility needs of a learner and/or instructor.

8. **Observation** is of vital importance to the teaching and learning process. Teacher education programs communicate the necessity to develop increasing observation skills in one's own classroom and other classroom environments. **Recordkeeping** documents the on-going observations and learning outcomes that become the basis for future planning.

	EXEMPLARY	SATISFACTORY	GROWTH NEEDED
Importance of Observation.	There is extensive adult learner review, reflection and discussion of Dr. Montessori's writings about the teacher as an as an objective, observer and reflection on the dispositions one must cultivate to fulfill the role of observer. Adult learners understand the crucial role of observation in both their learning and that of the child and are committed to implementing strategies that make it a priority.	There is discussion of Dr. Montessori's writings about the teacher as an objective, selfless observer and some mention of the personal discipline required. The crucial importance of observation is emphasized, as is the need to create time for it. Strategies for prioritizing are explored and practiced.	There is limited adult learner review or discussion of Dr. Montessori's writings about the teacher as an as an objective, selfless observer and no discussion of the personal discipline it takes. The importance of observation is mentioned but the discipline of teacher observation is not emphasized.

| Observation Application and assessment. | Observation assignments and activities effectively provide a variety of types and tools for objective observation and documentation as well as practice with their implementation.

Assessment and feedback on adult learner observations is consistent, useful and provides a pathway for sharpening and expanding skills and approaches to the child.

Adult learners demonstrate a commitment to effective documentation of their observations and actively use them for reflection and modification of teaching strategies. | Observation assignments and activities provide some types and practice for objective observation and documentation.

Feedback and follow-up on the quality and uses of practice observations is inconsistent and improvement is not monitored.

Adult learners are required to document their observations but not to use them for reflection and modification of teaching strategies. | Observation assignments provide limited exposure to types of observation. Assignments are not effective in establishing the personal habit of objective observation and documentation.

There is no feedback and follow-up on the practice observations so long as they are submitted.

Efficient documentation techniques are not introduced and adult learners struggle to implement this practice. |
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9. **Assessments** are part of the teaching and learning cycle. Various formats meet learners where they are and guide them forward to meet the competencies of an effective Montessori teacher.			
	EXEMPLARY	**SATISFACTORY**	**GROWTH NEEDED**
Assessment as part of the formative and summative learning cycle.

With specific performance criteria provided to students. | Instructors assume primary responsibility for assessment and evaluation but also provide ample opportunities and guidance for self -reflection and for peer feedback among adult learners.
Assessment is both formative and summative. There are rubrics specifically tailored to the learning outcomes of each assignment that clearly describe performance outcome criteria.

The purpose and value of objective assessment and feedback for learning is understood and applied constructively with consistent documentation by all faculty. | Instructors assume primary responsibility for assessment and evaluation and offer some opportunities for self-reflection and for peer feedback.

Assessment is both formative and summative. There are rubrics for many assignments though they are not generally tailored to specific assignments.

There is general agreement about purposes and value of ongoing assessment and feedback for learning, but quality and quantity is inconsistent from one instructor to the next. | Instructors assume primary responsibility for assessment and evaluation.

Assessment is seen primarily as a summative event. There are no rubrics for assignments and/or no consistency in assessment practices from one instructor to another.

Students receive minimal feedback from instructors during the course. Feedback is not constructive or documented consistently and/or is subjective.
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| Methods of Assessment. | TEP has systematically reviewed and documented options for formative and summative assessment and shares these regularly with all faculty for the purpose of enhancing assessment.

Compilation and review of all critical assessment data occurs and is the basis for course improvement planning.

Assessment is used to identify adult learners who need additional support and there is a defined process and variety of methods for providing this | TEP has systematically reviewed and documented options for formative and summative assessment and shares these occasionally with all faculty.

Compilation of all critical assessment data occurs and is use by some program staff to improve the course.

Assessment is used to identify adult learners who need additional support.

The purpose and types of assessment methods for children at the developmental level are reviewed in each course | There has been no systematic review of effective methods of assessment for adult learners.

There is no systematic compilation of assessment data to evaluate course and student outcomes or improvement areas of ineffectiveness.

There is no attempt to identify adult learners who need additional support.

Assessment methods are not explored or are presented as unnecessary in Montessori classrooms. |

help. Assessment methods and screening tools for children are presented and evaluated in each subject area as appropriate.	component.	

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

	EXEMPLARY	SATISFACTORY	GROWTH NEEDED
Practicum phase for observation and internalization and study.	The sequence of experiences and responsibilities offered during the practicum is clearly defined to ensure practical experience in all areas and with all age groups. There is a process to ensure continual reflection on the application of theory to classroom practice. There are written agreements between TEP and practicum sites and/or supervising teachers that outline expectations are on file for each adult learner. Practicum sites are visited when new or when there is a change in staffing to be sure they are meeting requirements. Assignments demonstrating various types of observation are completed during the practicum to reinforce the importance of observation as a foundational skill in teaching. Self-directed learners receive extra support in the form of consultations, extra visits, prolonged practicum period, etc. ALs evaluate the effectiveness of their practicum site and/or head teacher at the end of their practicum and the results are used to inform future intern placement. There is a clearly described procedure to follow if problems arise during the practicum.	The sequence of experiences and responsibilities to be offered at the practicum site is defined but does not ensure effective practice in all areas and with all age groups. There is a process for limited reflection on application of theory to classroom practice. There are written agreement between TEP and practicum site and/or supervising teacher that outline expectations. Practicum sites are visited when new. There are at least three varied observation assignments tied to experience during the practicum. Self-directed learners receive extra support in the form of consultations, extra visits, etc. ALs evaluate the effectiveness of their practicum site and/or head teacher at the end of their practicum. There is a clearly described procedure to follow if problems arise during the practicum.	The sequence of experiences and responsibilities offered during the practicum are not defined and there is plan for ensuring limited experience with all ages in the level of the credential. There is no reflection on application of theory to practice built into the course. There is a written agreement between TEP and practicum site and/or supervising teacher but it does not fully define responsibilities of each or the agreements are used inconsistently. Suitability of practicum site is not evaluated by the TEP. There is only one observation assignment tied to experience during the practicum. Self-directed learners receive limited to no extra support in the form of consultations, extra visits, prolonged practicum period, etc. Adult learners do not evaluate their practicum site or head teacher at the end of the practicum. There are no procedures to follow if problems arise during practicum.

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Role of mentors.	TEP shares and enforces clear standards for practicum site administrators and supervising teachers that include all AMS requirements.	TEP shares and enforces clear standards for practicum site administrators and supervising teachers that include all AMS requirements.	TEP shares but does not enforce clear standards for practicum site administrators and supervising teachers that include all AMS requirements.
	Practicum site administrators and supervising teachers receive written instruction and verbal training about their responsibilities to the AL.	Practicum site administrators and supervising teachers receive some training about their responsibilities to the AL.	Practicum site administrators and supervising teachers receive no training about their responsibilities to the AL.
	Field consultants have written guidelines and training in their responsibilities.	Field consultants have written guidelines or training in their responsibilities.	Field consultants have no written guidelines or training in their responsibilities.
	AL receive at least monthly contact from a course representative (e.g., field consultant, instructor or administrator).	AL receive monthly contact from a course representative (e.g., field consultant, instructor or administrator during the practicum).	AL receive infrequent contact from a course representative (e.g., field consultant, instructor or administrator during the practicum).
	AL receive written and verbal feedback after every field consultant visit and from supervising teacher or school administrator at least midyear and at the conclusion of the practicum.	AL receive written and verbal feedback after every field consultant visit and from supervising teacher or school administrator at least midyear and at the conclusion of the practicum.	AL receive written and verbal feedback after every field consultant visit and from supervising teacher or school administrator at least midyear and at the conclusion of the practicum.
	TEP has a mentoring program that continues through the first two years post credential.	Graduates are invited to maintain contact but there is no formal support for this.	There is no attempt to maintain contact after graduation.

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

	EXEMPLARY	SATISFACTORY	GROWTH NEEDED
Developmental continuum is honored across levels.	All levels of Dr. Montessori's Planes of Development are explored in philosophy and the implications for learning and development explored as they apply to individual subject areas.	All levels of Dr. Montessori's Planes of Development are presented in philosophy and the implications for learning and development explored in some individual subject areas.	The Planes of Development are presented in the philosophy course but the implications for individual course components are missing or inconsistently presented.
	The similarities and differences between characteristics of the Plane at the level of study and the level preceding and following are explored as is the impact of these characteristics on individual subject areas.	There is some examination of the characteristics of the Plane below and/or above the area of study and little exploration of the impact of these characteristics on individual subject areas.	The characteristics of the Plane for the level of study are studied but the interconnections and differences between the level of study and the other levels are not addressed.
	The connections between Montessori's planes of development, developmental psychology and the neuroscience of development are explicit and emphasized.	Connections between Montessori's Planes of Development, developmental psychology and neuroscience are explored.	The connections between Montessori's planes, developmental psychology and the neuroscience of development receive minimal focus.
	Stages of development of teachers, of parents and	Stages of development of teachers, parents and/or schools are mentioned but the connections and patterns driving growth and change are not examined.	Development of teachers, parents and/or schools is not discussed.

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	of schools are analyzed to further the understanding of the pattern of evolutionary influences in all areas of our lives.		
Recognition of the reciprocal learning that occurs among children/adolescents and teachers.	The patterns of the reciprocal learning and teaching between children, between children and teacher, teacher and mentor, are understood to be rooted in observation and worthy of support. Adult learners are able to articulate the value of peer teaching among students and demonstrate ability to appropriately facilitate it at the developmental level at which they teach.	The patterns of the reciprocal learning and teaching between children, between children and teacher, teacher and mentor, are understood to be rooted in observation but there is limited instruction or practice in facilitating it. Adult Learners can articulate the value of peer teaching and are given strategies for facilitating it.	The patterns of the reciprocal learning and teaching between children, between children and teacher, teacher and mentor, are not appreciated, valued and/or trusted. Adult learners are not given strategies to facilitate peer teaching.
The connections between Montessori pioneers, current teachers, and aspiring teachers.	The history of Montessori education and the cultural contexts impacting its evolution are explored. Dr. Montessori's own writings are a major focus of study. Adult learners have explored the history, challenges, and the work towards collaboration and reconciliation that have occurred over time. ALs understand the missions and importance of national organizations and are inclined toward membership, participation and support.	The history of Montessori education is explored. Dr. Montessori's own writings are limited to the developmental stage of the course level. The history and challenges of Montessori teacher education are explored. The missions and history of the major Montessori organizations are presented. Membership and participation in national and local Montessori organizations is encouraged	Dr. Montessori's life is the only focus of historical exploration. Exposure to Dr. Montessori's own writing is minimal. The history and challenges of Montessori teacher education are not explored. The mission and history of one or two Montessori organizations are explored.

12. **Lifelong Learning** is inspired by the teacher education program as part of the on-going personal and professional journey of learning, growing, observing, reflecting and researching.			
	EXEMPLARY	**SATISFACTORY**	**GROWTH NEEDED**
Defining and establishing the habit of life-long learning.	The need for ongoing professional development, observation, reflection, research and growth is emphasized in multiple course components. Experiences and resources are offered to initiate each of these practices. The TEP outlines the process of finding a job, maintaining the professional portfolio and resume, exploring future career options including volunteer and leadership opportunities. It provides experiences to initiate these activities. TEP continues to provide resources, support, and opportunities for its graduates to maintain connections post credentialing.	The need for ongoing professional development, observation, reflection, research and growth is presented and emphasized in one or more course components. Some aspects of the actions needed to build a professional career are addressed during the training phase. Adult learners are not fully prepared to undertake a job search, be an effective employee, or to manage their professional growth. TEP continues to provide resources, support, and opportunities for its graduates to maintain connections post credentialing.	Continuing education is addressed but in a superficial way. The TEP does not present and reinforce the notion that the teaching credential is a beginning not an end. Few of the steps needed to build a professional credential are addressed during the training phase. Adult learners are not prepared to undertake a job search or to manage their professional growth. TEP does not maintain contact or provide any additional service once adult learners have graduated.

AMERICAN MONTESSORI SOCIETY®
education that transforms lives

APPENDIX L

This appendix will be available for download on the AMS website.

Process for AMS Teacher Education Program Affiliation Applications – Flow Chart

The following flow chart was designed to outline the process of AMS program affiliation and MACTE accreditation in its entirety.
The Office of Teacher Education Affiliation and Services provides continuous support throughout the affiliation process.

A. "Office Review Phase" - <u>All Applications (Initial, Renewal, Substantive Changes)</u>
Upon receipt of application docs and payment of fee, application placed in queue for review. Director of Teacher Education Services reviews to determine if everything is included and prepares <u>Office Checklist</u>. If documentation is missing, corresponds with program for missing items.

B. "Reader Review Phase" <u>All Applications (Initial, Renewal, Substantive Changes)</u>
Once application docs are complete, 2 anonymous **TEAC Readers** are selected by **Director** of Teacher Education. Application docs are provided to Readers (via Dropbox, email or postal mail depending on application) for their review of content and adherence to AMS standards.

C. "Next Steps" for each type of Application:

D. "Color Coding" for Flow Chart

- **THE OFFICE OF DIRECTOR OF TEACHER EDUCATION for AMS (OTE)**
- **TEAC Readers (TR)**
- **PROGRAM DIRECTOR (PD)**
- **MACTE (M)**
- **MACTE/AMS OSET TEAM (M/AOT)**
- **AMS OSET (AO)**
- **AMS VERIFIER (AV)**

Initial	Renewal	Initial/Renewal	Substantive Change - Requiring On-Site Visit	Substantive Change - Not Requiring On-Site Visit
Teacher Credential Course Levels *Full Affiliate status is awarded after* • *TEAC approves the verification report of an on-site visit,* • *the AMS Board approves affiliation, and* • *MACTE Board grants accreditation.*	**Teacher Credential Course Levels**	**Administrator Course Level** **Montessori Inclusion Endorsement** **(MACTE does not accredit Administrator course level, nor the Montessori Inclusion Endorsement.)**	**#5C Curriculum: Addition of an Age Range** **#6 Ownership/Control** **#7 Relocation of Permanent Site** **#8: Additional locations** Actions on Substantive Changes #5C, #6, and #7 are TEAC Administrative Actions. Actions on Substantive Change #8 requires AMS and MACTE Board action.	**#1 Legal Name of Program** **#2 Established Mission or Objectives** **#3 Director or Faculty/Staff** **#4 Time Structure or Length of Credential Course(s) Offered** **#5A Curriculum: Revision of Syllabus** **#5B Curriculum: Change in Course Delivery – Online Education** ***Actions on Substantive Changes 1, 2, 3, 4, 5A, 5B are TEAC Administrative Actions.**
(PD) The Program Director: Orders and reviews • "AMS Handbook for Teacher Education Program Affiliation" by emailing: Affiliation@amshq.org	(PD) The Program Director: Orders and reviews • "AMS Handbook for Teacher Education Program Affiliation" by emailing: Affiliation@amshq.org	(PD) The Program Director: Orders and reviews • "AMS Handbook for Teacher Education Program Affiliation" by emailing: Affiliation@amshq.org	(PD) Application cover sheet is submitted to AMS along with the MACTE application and documentation.	(PD) Application cover sheet is submitted to AMS along with the MACTE application and documentation.

• "MACTE Guide to Accreditation" by contacting info@mate.org Reviews standards and requirements and begins preparing curriculum and syllabi using the AMS standards as a guide. *Note: AMS and MACTE collaborate with a single, streamlined application process.*	• "MACTE Guide to Accreditation" by contacting info@mate.org Reviews standards and requirements and begins preparing curriculum and syllabi using the AMS standards as a guide. *Note: AMS and MACTE collaborate with a single, streamlined application process.*	Reviews standards and requirements and begins preparing curriculum and syllabi using the AMS standards as a guide.		
(PD) Request and submit to AMS and MACTE: • AMS application • MACTE cover sheet MACTE application Invoices are sent from AMS and MACTE. Once payment is received by AMS, the office invoices and provides the necessary documents, charts, style templates and materials lists for Appendix B of the self-study.	(PD) Request and submit to AMS and MACTE: • AMS application • MACTE cover sheet MACTE application Invoices are sent from AMS and MACTE. Once payment is received by AMS, the office invoices and provides the necessary documents, charts, style templates and materials lists for Appendix B of the self-study.	(PD) Request and submit application to AMS. Once payment is received by AMS, the office invoices and provides the necessary documents, charts, style templates and materials lists for the self-study. Also, access to upload documents to Drobox is given.	(PD) Request and submit to AMS and MACTE: • AMS application • MACTE cover sheet MACTE application Invoices are sent from AMS and MACTE. Directions for each substantive change are located in the application. Once payment is received by MACTE access is given to the portal, and the program	(PD) Request and submit to AMS and MACTE: • AMS application • MACTE cover sheet MACTE application Invoices are sent from AMS and MACTE. Directions for each substantive change are located in the application. Once payment is received by MACTE access is given to the portal, and the program

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Once payment is received by MACTE access is given to the portal, and the program may begin uploading their self- study.	Once payment is received by MACTE access is given to the portal, and the program may begin uploading their self- study.		may begin uploading their self- study.	may begin uploading their self- study.
The application enters the queue for initial office review. The AMS and MACTE offices may have questions while completing the review. Once office review is completed, self-study moves to TEAC review. *Duration of the process is impacted by the program director's timely response.*	The application enters the queue for initial office review. The AMS and MACTE offices may have questions while completing the review. Once office review is completed, self-study moves to TEAC review. *Duration of the process is impacted by the program director's timely response.*	The application enters the queue for initial office review. The OTE office may have questions while completing the review. Once office review is completed, self-study moves to TEAC review. *Duration of the process is impacted by the program director's timely response.*	The application enters the queue for initial office review. The AMS and MACTE offices may have questions while completing the review. Once office review is completed, self-study moves to TEAC review. *Duration of the process is impacted by the program director's timely response.*	The application enters the queue for initial office review. The AMS and MACTE offices may have questions while completing the review. Once office review is completed, self-study moves to TEAC review. *Duration of the process is impacted by the program director's timely response.*
(TR) TEAC Readers collaborate on review of content and prepare a Reader Checklist. OTE reviews checklist and provides guidance if necessary - to finalize the Reader Checklist.	(TR) TEAC Readers collaborate on review of content and prepare a Reader Checklist. OTE reviews checklist and provides guidance if necessary - to finalize the Reader Checklist.	(TR) TEAC Readers collaborate on review of content and prepare a Reader Checklist. OTE reviews checklist and provides guidance if necessary - to finalize the Reader Checklist.	(TR) TEAC Readers collaborate on review of content and prepare a Reader Checklist. OTE reviews checklist and provides guidance if necessary - to finalize the Reader Checklist.	(TR) TEAC Readers collaborate on review of content and prepare a Reader Checklist. OTE reviews checklist and provides guidance if necessary - to finalize the Reader Checklist.

OTE corresponds with TEP if items need to be addressed, providing deadline for responses. OTE forwards responses to Readers for review.	OTE corresponds with TEP if items need to be addressed, providing deadline for responses. OTE forwards responses to Readers for review.	OTE corresponds with TEP if items need to be addressed, providing deadline for responses. OTE forwards responses to Readers for review.	OTE corresponds with TEP if items need to be addressed, providing deadline for responses. OTE forwards responses to Readers for review.	OTE corresponds with TEP if items need to be addressed, providing deadline for responses. OTE forwards responses to Readers for review.
(TR) Readers confirm that TEP application meets AMS standards.	(TR) Readers confirm that TEP application meets AMS standards.	(TR) Readers confirm that TEP application meets AMS standards and requests OTE to notify program and schedule an on-site.	(TR) Readers confirm that TEP application meets AMS standards.	(TR) Readers confirm that TEP application meets AMS standards.
OTE notifies TEP and MACTE that AMS is ready for MACTE to schedule an on-site visit.	OTE notifies TEP and MACTE that AMS is ready for MACTE to schedule an on-site visit.	OTE notifies program and plans for on-site visit. *Administrator course level visit may be done virtually.*	OTE notifies TEP and MACTE that AMS is ready for MACTE to schedule an on-site visit.	(TR) TEAC MOTION The TEAC Readers review the report and any follow-up documents to decide if the process is complete. If so, they make a motion. One of the TEAC Readers posts a motion on TEAC's Executive communication platform space (or email vote). After the motion is seconded, TEAC commissioners are asked to vote within a 10 day timeframe.
(TR) Readers post motion on caucus granting program Applicant Affiliate status			For Substantive Change #8 Only: (TR) Reader posts motion on caucus granting	*(M) Continuation of AMS Full Affiliate status to*

(A commissioner whose program is up for vote must abstain and the vote is conducted via email.)			program Applicant Affiliate status (If commissioner involved with the TEP, voting is done by email). *Full Affiliate status is awarded after TEAC approves the verification report of on-site visit, the AMS Board approves affiliation, and the MACTE Board grants accreditation.*	*include substantive change will be granted upon receipt of MACTE Board continuation of accreditation including this substantive change*
(OTE) Following TEAC vote, OTE prepares letter for TEAC Chair approval/signature notifying program of <u>Applicant Affiliate status</u>; OTE invoices program for dues			<u>For Substantive Change #8 Only:</u> Following TEAC vote, OTE prepares letter for TEAC Chair approval/signature notifying program of <u>Applicant Affiliate status</u>; OTE invoices program for dues	.
(M) MACTE contacts AMS director with potential OSVT members to check for conflict of interest	(M) MACTE contacts AMS with potential OSVT members to check for conflict of interest	(OTE) Director contacts program with potential OSVT members to check for conflict of interest	(M) MACTE contacts AMS with potential OSVT members to check for conflict of interest	
(M) MACTE sends Official <u>Notification of on-site visit</u> to OTE and PD. OTE emails program, AMS verifier and team leader AMS instructions and forms including additional	(M) MACTE sends Official <u>Notification of on-site visit</u> to OTE and PD. OTE emails program, AMS verifier and team leader AMS instructions and forms including additional	Upon TEP approval of team, OTE provides program and team official notification of on-site visit. OTE emails program and OSVT AMS instructions and forms including additional	Upon MACTE Official <u>Notification of on-site visit</u>, OTE emails program, AMS verifier and team leader AMS instructions and forms including additional information to be verified by AMS verifier if applicable.	

information to be verified by AMS verifier if applicable.	information to be verified by AMS verifier if applicable.	information to be verified, if applicable.		
(AV) Following on-site visit: AMS verifier provides verification report, components of on-site visit, assessment and pledge of confidentiality to OTE Director. (PD) TEP provides AMS Program Director's response and assessment.	(AV) Following on-site visit: AMS verifier provides verification report, components of on-site visit, assessment and pledge of confidentiality to OTE Director. (PD) TEP provides Program Director's response and assessment.	(AV) Following on-site visit: AMS verifier provides verification report, components of on-site visit, assessment and pledge of confidentiality to OTE Director. (PD) TEP provides Program Director's response and assessment.	(AV) Following on-site visit: AMS verifier provides verification report, components of on-site visit, assessment and pledge of confidentiality to OTE Director. (PD) TEP provides Program Director's response and assessment.	
(OTE) Director reviews OSV verification report and sends it to TEAC readers. If items need to be addressed, OTE Director corresponds with program to collect responses from the TEP Director.	(OTE) Director reviews OSV verification report and sends it to TEAC readers. If items need to be addressed, OTE Director corresponds with program to collect responses from the TEP Director.	(OTE) Director reviews OSV verification report and sends it to TEAC readers. If items need to be addressed, OTE Director corresponds with program to collect responses from the TEP Director.	(OTE) Director reviews OSV verification report and sends it to TEAC readers. If items need to be addressed, OTE Director corresponds with program to collect responses from the TEP Director.	
(OTE) After everything is verified: AMS Director sends the final OSV report to TEAC Readers, with a draft motion to accept the report and confirm that the TEP meets AMS standards for the specified course levels.	(OTE) After everything is verified: AMS Director sends the final OSV report to TEAC Readers, with a draft motion to accept the report and confirm that the TEP meets AMS standards for the specified course levels.	(OTE) After everything is verified: AMS Director sends the final OSV report to TEAC Readers, with a draft motion to accept the report and confirm that the TEP meets AMS standards for the Administrator course level, or Montessori Inclusion Endorsement.	(OTE) After everything is verified: AMS Director sends the final OSV report to TEAC Readers, with a draft motion to accept the report and confirm that the TEP meets AMS standards for the specified course levels.	
(TR) TEAC MOTION The TEAC Readers review the report and any follow-up documents to decide if the process is complete. If so, they make a motion.	(TR) TEAC MOTION The TEAC Readers review the report and any follow-up documents to decide if the process is complete. If so, they make a motion.	(TR) TEAC MOTION The TEAC Readers review the report and any follow-up documents to decide if the process is complete. If so, they make a motion.	(TR) TEAC MOTION The TEAC Readers review the report and any follow-up documents to decide if the process is complete. If so, they make a motion.	

One of the TEAC Readers posts the motion on TEAC's Executive communication platform space (or email vote). After the motion is seconded, TEAC commissioners are asked to vote within a 10 day timeframe.	One of the TEAC Readers posts the motion on TEAC's Executive communication platform space (or email vote). After the motion is seconded, TEAC commissioners are asked to vote within a 10 day timeframe.	One of the TEAC Readers posts the motion on TEAC's Executive communication platform space (or email vote). After the motion is seconded, TEAC commissioners are asked to vote within a 10 day timeframe.	One of the TEAC Readers posts the motion on TEAC's Executive communication platform space (or email vote). After the motion is seconded, TEAC commissioners are asked to vote within a 10 day timeframe.	
(OTE) Following a positive vote: OTE Director notifies the TEP of the vote and final steps for affiliation. (AMS Board approval and MACTE Board grant of accreditation).	(OTE) Following a positive vote: OTE Director notifies the TEP of the vote and final steps for affiliation. (AMS Board approval and MACTE Board grant of accreditation).	(OTE) Following a positive vote: OTE Director notifies the TEP of the vote and final steps for affiliation. (AMS Board approval required for affiliation.)	(OTE) Following a positive vote: OTE Director notifies the TEP of the vote and final steps for affiliation (AMS Board approval, and MACTE Board grant of accreditation required <u>for Substantive Change #8 only</u>).	
(OTE) OTE Director sends TEAC recommendations to AMS Deputy Director. AMS Deputy Director emails TEAC recommendations to AMS Board for vote.	(OTE) OTE Director sends TEAC recommendations to AMS Deputy Director. AMS Deputy Director emails TEAC recommendations to AMS Board for vote.	(OTE) OTE Director sends TEAC recommendations to AMS Deputy Director. AMS Deputy Director emails TEAC recommendations to AMS Board for vote.	<u>For Substantive Change #8 only:</u> OTE Director sends TEAC recommendations to AMS Deputy Director. AMS Deputy Director emails TEAC recommendations to AMS Board for vote.	
AMS Full Affiliation is complete once the MACTE Board has granted accreditation. (MACTE meets 4 times/year for accreditation actions – March, June, September and December)	AMS Full Affiliation is complete once the MACTE Board has granted accreditation. (MACTE meets 4 times/year for accreditation actions – March, June, September and December)	(OTE) AMS Board approval is final.	<u>For Substantive Change #8:</u> Upon AMS Board approval, final step is MACTE Board grant of accreditation. (MACTE meets 4 times/year for accreditation actions – March, June, September and December)	
TERM OF AFFILIATION	TERM OF AFFILIATION	TERM OF AFFILIATION	TERM OF AFFILIATION	

Once approved by AMS Board, the AMS term of affiliation will be for the same dates as MACTE accreditation.	Once approved by AMS Board, the AMS term of affiliation will be for the same dates as MACTE accreditation.	Once approved by AMS Board, the AMS term of affiliation is for 7 years from date of approval.	Once Substantive Change #8 is approved by AMS Board, the AMS term of affiliation will be for the same dates as MACTE accreditation.
(OTE) Upon receipt by AMS of MACTE letter granting accreditation, a letter with AMS certificate of affiliation is sent to TEP Program Director.	(OTE) Upon receipt by AMS of MACTE letter granting accreditation, a letter with AMS certificate of affiliation is sent to TEP Program Director.	(OTE) Letter is sent to TEP with AMS certificate of affiliation is sent to TEP Program Director.	(OTE) Upon receipt by AMS of MACTE letter granting accreditation, a letter with AMS certificate of affiliation is sent to TEP Program Director.

October 2015, Revised March 2018

		AMS Checklist - Items to be published in the Adult Learner Handbook/Catalog published by the Teacher Education Program
Initial/Applicant Affiliate	**Renewal Affiliate**	**Required by AMS**
X	X	Table of Contents with accurate page numbers
X	X	Mission Statement/Vision Statement*
X	X	Brief History of the Teacher Education Program*
X	X	Fundamental Tenets of an AMS-Affiliated Teacher Education Program
X	X	AMS Code of Ethics
X	X	All AMS Admission/Credentialing Requirements for Full/Associate/Non-U.S. Applicant(s)
X	X	Admission Criteria regarding interviewing, testing, and acceptance for each course level
X	X	Tuition and Fees, and anticipated costs (includes average cost of books, materials, etc.)
X	X	Financial Aid (if applicable)
X	X	Attendance Policy: In keeping with AMS guidelines
X	X	Statement regarding the confidentiality of records

X	X	Course Components per level: • Course level (Infant & Toddler, Early Childhood, etc.) • AMS Course component title(s) • Catalog-length description of each course component (see AMS component standards) • Educational Level and Degrees offered • Units of Credit if applicable • MACTE Competencies, Content, and Objectives (adopted by AMS) • Faculty to adult learner ratios
X	X	Grading Policy: Satisfactory and unsatisfactory progress
X	X	Refund/Cancellation Policy that details all refundable and non-refundable fees
X	X	Dismissal Policy
X		For a TEP in process of affiliation: The following statement must appear on the cover of the Adult Learner Handbook and a signed acknowledgment by each adult learner(s) must be kept on file. Upon Applicant Affiliate status approval by TEAC, TEPs must reference this throughout their handbook until Full Affiliate status is awarded by TEAC and the AMS Board of Directors. *"References to the American Montessori Society throughout this document are solely to indicate that those standards and requirements are being followed, and in no way imply AMS affiliation at this time."*
X	X	Academic Calendar for next course cycle (start and end dates, class times)
X	X	Transfer Policy: In keeping with AMS guidelines, which includes established articulation agreements
X	X	Record Retention Policy
X	X	Grievance/Complaints Policy, with AMS and MACTE contact information
X	X	Practicum Requirements, including AMS Requirements for the Practicum Site and Supervising Teacher, entry into the Practicum
X	X	Non-Discrimination Policy
	X	Teacher Education Rights and Responsibilities -Adult Learner Rights and Responsibilities

		-Program Rights and Responsibilities
X	X	Academic Requirements for Completion
X	X	Credential(s) awarded on completion of the course. (e.g. AMS Early Childhood Teacher)
X	X	State recognized teaching certificate (if applicable)
X	X	AMS Professional Development Policy
X	X	Online Education Policies (Distance Education)
X	X	Information regarding employment opportunities that includes "justifiable" claims for employment. (See MACTE Appendix A)
X	X	Code of Conduct
X	X	Continuation and Extension Policy: In keeping with AMS guidelines to include all fees as appropriate
	X	Information about AMS Scholarships for Adult Learners for Full Affiliate Course Levels
X	X	Statement/signature page - AL has read the document and agrees to meet the requirements.
X	X	Support Services available to Adult Learners (academic advising, health care, etc.)

 *Required

**Recommended

American Montessori Society®
education that transforms lives

ADDENDUM
Policy Changes Approved After Publication of This 2018 Handbook

Early Childhood Syllabi:

TITLE OF COURSE: Child Development and Psychology *(Other, Min. 28hrs.)*

CLOCK HOURS: 28

AMS/MACTE COMPETENCIES:
- Knowledge of human growth and development (1b)
- Knowledge of community resources for learning (1d)
- Understands correct use of Montessori materials (2a)
- Understands parent/teacher/family/community partnership (2d)
- Understands the purpose and methods of observation (2e)
- Understands planning for instruction (2f)
- Understands assessment and documentation (2g)
- Understands reflective practice (2h)
- Understands support and intervention for learning differences (2i)

OUTLINE OF CONTENT/LEARNING EXPERIENCES:
Part I
Theories of Development: Piaget, Erickson Montessori -- how do they relate together?
Maslow's Self-Actualization; Montessori's Normalization; Czikszentmihalyi's Flow
Discipline and Freedom
Part II
Montessori's View of the Child:
     Planes of Development
     Absorbent Mind
     Sensitive Periods
Part III
Prenatal Development and Childbirth
Physical Development of the Child 0-6

Part IV
Survey of modern brain research and intellectual development.
Language development: Vygotsky, Chomsky, Luria
Jane Healy - Child's Growing Mind
Gardner's Multiple Intelligences: Logico-Mathematical thinking; Learning Styles

Part V
Observing and Assessing Development
Developmentally Appropriate Classroom Leadership
Children with Special Needs
Special Topics

ASSESSMENT:

Book Reports
Timeline of Educators
Child Study
Practicum Journal
Evaluation visits during practicum
Written evaluation

COURSE OBJECTIVES:

- To increase understanding of the changing needs of young children as they develop, focusing on the total development of the child from two and one half to six years.
- To help students develop the capacity for helpful responses to the child's needs.
- To relate the theories of Montessori to those of Rogers, Erikson, Maslow, Piaget, Csikszentmihalyi.
- To introduce the contributions of other contemporary theorists such as Gardner, Vygotsky, Chomsky, Luria and the work of other experts in the field such as Jane Healy and David Elkind.
- To become acquainted with methods of educational research, such as observation, case studies and surveys.
- To develop the ability the ability to contribute effectively to parent education.

TEXTS:
Theories of Development, by William Crain
Theories of Childhood, by Carol Garhart Mooney
The Absorbent Mind, by Maria Montessori
Frames of Mind and **Multiple Intelligences**, by Howard Gardner
Flow, by Mihalyi Czikszkenmihalyi

TITLE OF COURSE: Montessori Philosophy *(Foundational, Min. 32 hours)*

CLOCK HOURS: 33.5

AMS/MACTE COMPETENCIES:

- Knowledge of Montessori Philosophy (1a)
- Knowledge of the purpose and meaning of cosmic education and the science of peace (1c)
- Understands the scope and sequence of curriculum (spiral curriculum) (2b)
- Understands the Prepared Environment (2c)
- Understands the purpose and methods of observation (2e)
- Understands the importance of reflective practice (2h)
- Understands the importance of culturally responsive methods (2j)

OUTLINE OF CONTENT AND LEARNING EXPERIENCES:

1. "What is man?" -- wonder and philosophy
2. "What is the educated man?" -- how concepts of humanity and childhood have influenced education
3. "What is life?" -- my personal philosophy and outlook; critical analysis of educational philosophies operating in the student group
4. "What is education?" --analysis of the process
5. "What is Montessori education?" --analysis of its main elements: the child, the environment, the educator
6. Montessori's philosophy: key concepts and pedagogical techniques
7. History of education and the origins of Montessori's insights (Judeo-Christian influence, Aristotle, Rousseau, Itard, Seguin, Pestalozzi, Froebel, etc.)
8. History of the Montessori Movement
9. Discussion of practical applications of the Montessori philosophy in today's diverse classrooms and beyond, including the potential impact of Montessori's vision of education for peace.

ASSESSMENT:
Book Reports
Observation Reports
Timeline of Educators
Classroom Evaluation visits
Assessment by supervising teacher
Written Self-evaluation

COURSE OBJECTIVES:

- To acquaint the learner with the ways in which various philosophical movements and thinkers have influenced education, from Aristotle and Socrates down to our time.
- To situate Montessori's educational philosophy within its historical context and view its relationship to contemporary education.
- To analyze the essential elements of Montessori education.
- To help the learner formulate a personal educational philosophy and plan for its practical implications in the world of education today.

TEXTS:
On Becoming a Person, by Carl Rogers

What Are Schools For, by Ron Miller

Montessori, A Modern Approach, by Paula Polk Lillard

The Absorbent Mind, by Maria Montessori

Montessori, the Science Behind the Genius, by Angeline Lillard

Nurturing the Spirit in Non-Sectarian Classrooms, by Aline Wolf

TITLE OF COURSE: Observation *(Foundational, Min. 28 hours)*

CLOCK HOURS: 28

AMS/MACTE COMPETENCIES:

- Understands the purpose and methods of observation (2e)
- Understands assessment and documentation (2g)
- Understands reflective practice (2h)
- Understands support and intervention for learning differences (2i)

OUTLINE OF CONTENT AND LEARNING EXPERIENCE:

1. Introduction to objective observation
2. Beginning guided experiments utilizing objective observation
3. Introduction to several techniques for objective observation
4. Supervised observation of a demonstration class with written notes and group discussion
5. Presentation of an in-depth child study
6. Advanced observations in Montessori and non-Montessori early childhood settings.

ASSESSMENT:

School visit reports

Written documentations of demonstration class observations

Online postings during practicum

Child study

COURSE OBJECTIVES:

- To learn how to observe the child in a Montessori 3-6 environment.
- To be able to analyze what is observed and to draw conclusions leading to appropriate interventions.
- To understand the importance of objective observation and to be able to use various techniques in practice.
- To become familiar with observable differences in practice between Montessori and other early childhood education methods.

TEXTS:

Observation, by Joosten

Course Handouts

TITLE OF COURSE: Practical Life *(Core, Min. 32 hours)*

CLOCK HOURS: 33.5

AMS/MACTE COMPETENCIES:
- Demonstrates knowledge of Practical Life subject matter for the Early Childhood course level (1c)
- Understands correct use of Montessori materials (2a)
- Understands scope and sequence of curriculum (spiral curriculum) (2b)
- Understands the Prepared Environment (2c)
- Understands planning for instruction (2f)
- Understands reflective practice (2h)
- Understands culturally responsive methods (2j)

OUTLINE OF CONTENT:

1. Analysis of Human Development and Daily Living

2. Analysis of Elementary Movements
     Pouring
     Spooning
     Folding
     Squeezing

3. Exercises in the Care of the Person
     Buttoning
     Zipping
     Buckling
     Tying
     Using spoon, knife and fork, etc.

4. Exercises in the Care of the Environment
     Dusting
     Sweeping
     Scrubbing
     Polishing
     Food Preparation & Nutrition
     Table Setting
     Washing dishes, etc.
     Plant care and gardening
     Sewing
     Simple Carpentry

5. Grace and Courtesy

6. Perceptual Motor Development
     Body Awareness
     Balance

Locomotion
Non-locomotion
Tracking

ASSESSMENT:
Review of album and album introduction
Review of Presentation Practice
Material Making
Written and Performance Self-Evaluations
Classroom evaluation visits
Input of supervising teacher

COURSE OBJECTIVES:

- To help the student analyze the Montessori prepared environment and the role of specific apparatus in the child's development.
- To impart techniques for presenting the practical life materials in the Montessori early childhood environment.
- To introduce knowledge of extensions and variations of the presentations for older children.
- To introduce understanding of the sequencing of the different presentations of practical life in relation to each other and to other areas of the classroom.
- To prepare the student to set up a practical life environment for early childhood.
- To introduce creative artistic work as an extension of practical life activity.

TEXTS:
The Discovery of the Child, by Maria Montessori
Course Handouts

TITLE OF COURSE: Sensorimotor *(Core, Min. 32 hours)*

CLOCK HOURS: 33.5

AMS/MACTE COMPETENCIES:
- Demonstrates knowledge of Sensorimotor subject matter for the Early Childhood course level (1c)
- Understands correct use of Montessori materials (2a)
- Understands scope and sequence of curriculum (spiral curriculum) (2b)
- Understands the Prepared Environment (2c)
- Understands planning for instruction (2f)
- Understands reflective practice (2h)
- Understands culturally responsive methods (2j)

OUTLINE OF CONTENT:

1. Overview of Sensorimotor
> Cultural heritage in relation to the senses
> Physiology of the senses
> Scientific research related to sensorimotor experience and brain development
2. Montessori Sensorimotor Education
> Purpose
> Qualities of Materials
> Methodology for presentation of materials
3. Analysis of Basic Curriculum and Materials
> Sense of Sight
>> Discrimination of dimension or form
>>> Cylinder blocks
>>> Pink Tower
>>> Brown Stair
>>> Red Rods
>>> Colored cylinders
>> Discrimination of color
>>> Color tablets, boxes I, II, III
>> Discrimination of shape
>>> Geometric cabinet
>> Discrimination of color and form
>>> Binomial Cube
>>> Trinomial Cube
>>> Sequence of the Power of Two
>>> Constructive Triangles

> Tactile Sense
>> Rough and Smooth Boards
>> Sandpaper Tablets
>> Fabric Boxes
>> Thermic Tablets and Bottles

Auditory Sense

Sound cylinders

The Bells

Baric Sense

Baric Tablets

Stereognostic Sense

Geometric Solids

Sorting Exercises

Sense of Taste

Tasting Exercises

Nutritional curriculum

Sense of Smell

Smelling Exercises

4. Extensions and Variations

5. Music in the Montessori Classroom - Bells and the Line

ASSESSMENT:
Review of album and album introduction
Review of Presentation Practice
Material Making
Written and Performance Self-Evaluations
Classroom evaluation visits
Input of supervising teacher

COURSE OBJECTIVES:
- To acquaint the learner with the meaning and purpose of sensorimotor experience in our lives and the unique function of the Montessori Sensorimotor materials in acquainting children with properties of the world around her.
- To assist the learner in analyzing the prepared environment and how specific features of materials help the child to develop.
- To impart techniques for presenting Sensorimotor materials in the early childhood environment.
- To introduce knowledge of extensions and variations possible in these presentations.
- To analyze sequencing of the materials in relation to each other and to other areas of the curriculum.
- To prepare the student to be able to set up a Sensorimotor area in an early childhood environment.
- To introduce the extension of the materials for auditory development into the study of music.
- To introduce activities for perceptual motor development for the early childhood environment.

TEXTS:
Dr. Montessori's Own Handbook, by Maria Montessori
A Natural History of the Senses, by Diane Ackermann
Your Child's Growing Mind, by Jane Healy
The Montessori Bells, by Jean Miller
Perceptual Motor Development, by Desmond Perry
Course Handouts

TITLE OF COURSE: Mathematics *(Core, Min. 32 hours)*

CLOCK HOURS: 36.5

AMS/MACTE COMPETENCIES:
- Demonstrates knowledge of Mathematics subject matter for the Early Childhood course level (1c)
- Understands correct use of Montessori materials (2a)
- Understands scope and sequence of curriculum (spiral curriculum) (2b)
- Understands the Prepared Environment (2c)
- Understands planning for instruction (2f)
- Understands reflective practice (2h)
- Understands culturally responsive methods (2j)

OUTLINE OF CONTENT AND LEARNING EXPERIENCES:

1. The emergence of mathematical thinking in the child's development and its relationship to other areas.

2. Techniques for presenting

3. Simple Numeration Exercises: Red and blue rods,
Sandpaper Numerals,
Red and Blue rods with cards,
Spindle Boxes,
Cards and Counters
Memory game

4. Decimal System using Beads: Intro to decimal system
The nine layout
The forty-five layout
Exchanging

5. Linear Counting: Short bead stair
Teen Boards
Ten Boards
Roll Work
Snake Game
Hundred Board
Hundred Chain
Chains of squares
Thousand Chain
Chains of cubes

6. Operations: Bankers Game Addition
Bankers Game Subtraction
Bankers Game Multiplication
Bankers Game Division

7. Memorization of Facts: Addition Strip Board
Charts

Snake game
Multiplication Board
Charts
Subtraction strip board
Negative snake game
Division Board
Charts
Stamp Game
Bead frames
Fractions

ASSESSMENT:
Review of album and album introduction
Review of Presentation Practice
Material Making
Written and Performance Self-Evaluations
Classroom evaluation visits
Input of supervising teacher

COURSE OBJECTIVES:

- To study the development of the young child's awareness of reality.
- To understand the child's developmental progression towards abstraction.
- To impart techniques in presenting the Montessori math materials.
- To introduce extensions and variations of the presentations for older children.
- To introduce the sequencing of presentations in relation to each other and to other areas of the class.
- To prepare the student for setting up a math area in an early childhood environment.

TEXTS:
The Discovery of the Child, by Maria Montessori
Math and Geometry, by Lubienska de Lenval
Young Children Reinvent Arithmetic, by Constance Kamii
Course Handouts

TITLE OF COURSE: Language *(Core, Min. 32 hours)*

CLOCK HOURS: 36.5

AMS/MACTE COMPETENCIES:
- Demonstrates knowledge of Language subject matter for the Early Childhood course level (1c)
- Understands correct use of Montessori materials (2a)
- Understands scope and sequence of curriculum (spiral curriculum) (2b)
- Understands the Prepared Environment (2c)
- Understands planning for instruction (2f)
- Understands reflective practice (2h)
- Understands culturally responsive methods (2j)

OUTLINE OF CONTENT:
1. Overview of language development, birth to age six.
2. Techniques to develop basic oral language:
   - Techniques for presenting
   - Vocabulary games, individual and group
   - Classifying skills
   - Interpretive oral language: songs, poems, games
3. Techniques to develop graphic language
   - Techniques for presenting
   - Initial sound games
   - Metal inset presentation
   - Sandpaper letters - tracing
   - Chalkboard presentations
   - Moveable alphabet - matching
4. Building Phonetic Words
   - Techniques for presenting
   - Moveable alphabet
   - Tracing and sounding sandpaper letters
   - Initial sound work
   - Blends and diagraphs
   - Word building packets
   - Single word reading
   - Beginning readers
   - Seeing words as a whole
5. Reading Development
   - Techniques for presenting
   - Command words
   - Labels for classroom materials
   - Word and picture matching
   - Rhyming words
   - Sentence and picture matching
   - Sentence manipulation
   - Matching beginning/end of sentences
   - Phonograms

Puzzle words

Non-phonetic reading

6. Grammatical Analysis

Techniques for presenting

Grammar symbols

Predicate and subject

Sentence analysis

Parts of speech

Singular and plural

Masculine and feminine

Logical adjective game

Detective adjective game

Logical adverb game

7. Selecting children's books
8. Introducing a second language

ASSESSMENT:

Review of album and album introduction

Review of Presentation Practice

Material Making

Written and Performance Self-Evaluations

Classroom evaluation visits

Input of supervising teacher

COURSE OBJECTIVES:

- To study language as it relates to the intellectual development of the child.
- To impart techniques for cultivating the child's language skills.
- To analyze the specific Montessori apparatus.
- To introduce extensions and variations of the presentations for older children.
- To analyze sequencing of the presentations in relation to each other and to other areas of the classroom.
- To prepare for setting up a language area in the early childhood environment.

TEXTS:

Dr. Montessori's Own Handbook, by Maria Montessori

Course Handouts

TITLE OF COURSE: Cosmic Approach: Geography, History and Natural Sciences *(Core)*

CLOCK HOURS: 24.5

AMS/MACTE COMPETENCIES:
- Demonstrates knowledge of History, Geography and Science subject matter for the Early Childhood course level (1c)
- Understands correct use of Montessori materials (2a)
- Understands scope and sequence of curriculum (spiral curriculum) (2b)
- Understands the Prepared Environment (2c)
- Understands planning for instruction (2f)
- Understands reflective practice (2h)
- Understands culturally responsive methods (2j)

OUTLINE OF CONTENT AND LEARNING EXPERIENCES:

1. Analysis of child's intellectual development in relation to concepts of time, space, matter and energy.

2. Techniques for presenting materials in geography:
    Beginning activities
    Landforms
    Landform cards
    Puzzle maps
    Flags and maps
    Globes
    Continents
    Continent boxes
    Studying one country
    Studying a district, a city a state

3. Techniques for presenting materials relating to time:
    History and pre-history
    Telling time - the clock
    Exercises with the clock
    Personal time line
    Family time line
    Events chart - calendar
    Making a class calendar
    Cosmic time line - Clock of the Eras
    Pre-history time line
    History time line

4. Techniques for presenting concepts of matter and energy:
    Life/No life
    Overview of Plant Kingdom
    Overview of Animal Kingdom
    Overview of Minerals

Science Experiments

ASSESSMENT:

Review of album and album introduction

Review of Presentation Practice

Material Making

Written and Performance Self-Evaluations

Classroom evaluation visits

Input of supervising teacher

COURSE OBJECTIVES:

- To study how the child relates to space, time, matter and energy.
- To understand how the child's concepts of these realities develop from birth to six years old.
- To demonstrate techniques for presenting Montessori materials in geography, history and natural sciences.
- To introduce extensions and variations of the presentations for older children
- To introduce the sequencing of presentations in relation to each other and to other areas of the classroom.
- To prepare the student for setting up cultural and science areas in an early childhood environment.
- To develop an appreciation of the role of the adult in introducing the child to the world around her and supporting her inborn sense of wonder.
- To instill sensitivity to diversity and awareness of the world community in relation to classroom planning and curriculum, especially in relation to seasonal activities, cultural studies and celebrations.

TEXTS:

The Cosmic Approach, by Celma Pinho Perry

The World in the Palm of Her Hand, by Tim Seldin

Course Handouts

TITLE OF COURSE: Aesthetic and Creative Development *(Other)*

CLOCK HOURS: 20

AMS/MACTE COMPETENCIES:
- Demonstrates knowledge of Fine Arts subject matter for the Early Childhood course level (1c)
- Understands correct use of Montessori materials (2a)
- Understands scope and sequence of curriculum (spiral curriculum) (2b)
- Understands the Prepared Environment (2c)
- Understands planning for instruction (2f)
- Understands reflective practice (2h)
- Understands culturally responsive methods (2j)
- Demonstrates and implements the Montessori philosophy and methods (materials) (3c)

OUTLINE AND LEARNING EXPERIENCES:
1. Overview of Aesthetic Development
2. Aesthetics of Environmental Preparation
3. Introducing Children to Fine Art
4. Developmental Stages of Children's Art Work
5. Techniques for Creative Work
6. Visit of an Art Museum

ASSESSMENT:
Review of album and album introduction
Material Making
Classroom evaluation visits
Input of supervising teacher

COURSE OBJECTIVES:

- To give information about aesthetic and creative development in children.
- To offer an approach to introducing children to elements of artistic design and an appreciation of fine art.
- To give an orientation to the aesthetics of design in preparing the environment and material making.

TEXTS:
Let Out the Sunshine, by Regina Barnett
Course Handouts

TITLE OF COURSE: Classroom Leadership and School Administration *(Core)*

CLOCK HOURS: 30

AMS/MACTE COMPETENCIES:
- Demonstrates knowledge of community resources for learning (1d)
- Understands the prepared environment (2c)
- Understands planning for instruction (2f)
- Understands assessment and documentation (2g)
- Understands reflective practice (2h)
- Understands support and intervention for learning differences (2i)
- Understands culturally responsive methods (2j)
- Demonstrates and implements classroom leadership (3a)
- Demonstrates and implements authentic assessment (3b)
- Demonstrates and implements the Montessori philosophy and methods (materials) (3c)
- Demonstrates and implements parent/teacher/family partnership (3d)
- Demonstrates and implements professional responsibilities (3e)
- Demonstrates and implements innovation and flexibility (3f)

OUTLINE OF CONTENT AND LEARNING EXPERIENCES:
1. Environment Analysis Group Assignment (completed during Orientation)
2. Initial visit of Lab School and overview of its design and operation.
3. The role of the Montessori educator
4. Overview of administration of a Children's House
5. Observation and Recordkeeping
6. Classroom management, problem solving, and techniques for promoting normalization.
7. Discussion of professional relationships, ethics, and classroom issues related to the practicum experience

ASSESSMENT:
Leadership and Administration Album
Monthly online practicum reflection postings
Field visitor reports during practicum
Supervising teacher reports during practicum

COURSE OBJECTIVES:
- To introduce the learner to standard practices of classroom leadership and management including preparation of the environment, planning of the daily, monthly and annual schedules, and responding to needs encountered with different early childhood program arrangements (half-day, full-day, extended day)
- To discuss procedures for start-up of a new class and start of the school year.
- To analyze styles and methods of behavioral intervention with children at different stages in the normalization process.
- To discuss assessment and evaluation of children.
- To discuss standards of professionalism and issues related to staff teamwork.
- To present an overview of the foundations of school administration.

TEXTS:
The Whole School Montessori Handbook (NAMTA)
A Teacher's Bag of Tricks, by Greg Nelson

The Tao of Montessori, by Catherine McTamany

Nurturing the Spirit in Non-Sectarian Classrooms, by Aline Wolf

TITLE OF COURSE: Parent Involvement *(Other)*

CLOCK HOURS: 9.5 Hours

AMS/MACTE COMPETENCIES:
- Demonstrates knowledge of Montessori Philosophy (1a)
- Demonstrates knowledge of community resources for learning (1d)
- Understands parent/teacher/family/community partnership (2d)
- Support and intervention for learning differences (2i)
- Culturally responsive methods (2j)
- Demonstrates and implements parent/teacher/family partnership (3d)

OUTLINE OF CONTENT AND LEARNING EXPERIENCES:

1. Overview of family dynamics: structure, roles, communication
2. Techniques for home/school communication
3. Parent education from birth to puberty
4. Parent workshops
5. Training parents for classroom roles
6. Conferences

ASSESSMENT:
Leadership and Administration Album
Monthly online practicum reflection postings
Field visitor reports during practicum
Supervising teacher reports during practicum

COURSE OBJECTIVES:
- To understand the need for parent involvement in early childhood programs and the importance of family dynamics in the emotional development of children.
- To understand the family culture and different family communication styles.
- To introduce techniques for parent involvement and parent education.
- To introduce techniques for successful parent conference preparation.
- To develop awareness of the family as part of the larger community.

TEXTS:
The Child in the Family, by Maria Montessori
The Six Stages of Parenthood, by Ellen Galinsky
Peoplemaking, by Virginia Satir
The Shelter of Each Other, by Mary Pipher

Institute for Advanced Montessori Studies

Elementary Teacher Education Program

Guideline Element: Visual Arts and Crafts

Course: **Art – Elementary I 2020**

Instructors: Sakeenah Franzen

Clock Hours: 8 Hours – Elementary I

Meeting Schedule: Refer to the course schedule

6.3.5.14 Visual Arts and Crafts

Hours: 8 hours (Elementary I)

This course assists the adult learner to develop, refine, and implement the skills necessary to become an

effective Montessori teacher in the area of art at the elementary level. The course assists the adult learner in helping the child develop an initial positive feeling and appreciation toward many forms of art. Basic skills lead to exploration of two-dimensional and three-dimensional creations. An appreciation for aesthetics in art design work and materials design is cultivated. Art appreciation and art history are explored as well as extensions and integration into other curricular areas.

Methods of Presentation

1. This curriculum area will be presented through lectures, small group discussions, and presentations.

2. In addition, the students will have direct hands-on experience with the art materials.

Required Reading

Montessori, M. *The advanced Montessori method – II* (part V "Drawing" chapters I-III)

Course Objectives & Assessment

As a result of this course, along with the year-long practicum experience, the adult learner will develop, refine, and implement the skills necessary to become an effective Montessori teacher in the area of art at the lower elementary level.

1. Art Album

   • Table of Contents

   • Rationale

      Your rationale should reflect your understanding of the role of art in the life of the elementary child. You

<u>must</u> include information from the various reprints given in your album; specifically, why is art essential in teaching children with various learning styles? Use quotations to support your understanding.

  • Lesson Write-Ups

During the course of the school year, think how you can integrate art with the elementary curriculum. Experiment with different media (both 2D & 3D). Create a follow-up activity for each of the following three curricular areas:

- Language Arts – Writing
- Math
- Cultural

When writing your lessons you must include what specific lesson the activity is in response to at the top of the page, for example, Geometry – Introduction to Lines. <u>At least one activity must be 3D.</u> You may not reproduce any lessons in your album or given during the summer class. However, you may use other sources for inspiration. If you choose to do this, properly note the source at the end of the lesson plan. Each lesson must be accompanied by a sample, illustration, or photograph. Include lesson write-ups in your album (identify original lessons with tabs, please).

  • Samples

  Each lesson should be accompanied by a sample, illustration, or photograph. In   the case of three-dimensional work, a photograph or an illustration will suffice.

  This album is due the first day of the Second Summer Session). (MACTE 1a; 2a; 2b; 2c; 2f; 2h; 3c)

2. Class attendance, participation in lectures and recorded practice time. (MACTE 1a; 2a; 2b; 2c; 2f; 2h; 3c)

3. The practicum experience: self-evaluation with Supervising Teacher or Administrator

   if self-directed and Consultant contacts and reports. (MACTE 1a; 2a; 2b; 2c; 2f; 2h; 3c)

4. Written examination the second week of the second summer. (MACTE 1a; 2a; 2b; 2c; 2f; 2h; 3c)

Syllabus

I. A Philosophy and Rationale of Art

    A. Instructor presentation of rationale of Art
    B. Requirements for adult learner's rationale in Art Portfolio (Album)
    C. Requirements of Art course

II. General procedure for initiating an art project or craft in the environment

III. Introducing various design concepts and elements

IV. Art Appreciation

    A. Discussing artwork with children

    B. Finding a path into the work

V. Art projects, skills and crafts outlined for possible introduction in sequences or as the children show interest.

   A. Drawing

1. pencil

2. pastel

3. charcoal

4. pen and ink

B. Painting

    1. Water color painting

        a. "washes"

        b. still life

        c. scenes including trees and structures

        d. portraits

    2. Acrylic paints

C. Brush calligraphy

D. Print making

    1. "assembled" printing plates

    2. "carved" printing plates

    3. printing on paper

    4. printing on cloth

E. Rubbings

F. Tie dyeing

G. Fiber craft

    1. spinning

    2. weaving

    3. knitting

    4. embroidery

    5. crocheting

H. Appliqué' and beading

I. Collage

J. Relief

K. Sculpture

    1. clay

    2. plaster of Paris

    3. glued assemblages

4. wire

5. soapstone

6. carved wood

L. Work with clay

M. Other media

Institute for Advanced Montessori Studies

Elementary Teacher Education Program

Guideline Element: Biological Sciences

Course: **Biology – Elementary I 2020**

Instructors: Melissa Kelly

Clock Hours: 6 to 9 Biology - 16 hours

Meeting Schedule: Refer to the course schedule

6.3.5.6 Biological Sciences

Hours: 16 hours (Elementary I)

This course is an integral part of the Cosmic Curriculum. It develops within the child an initial positive feeling and appreciation for the world of nature. It also provides the Elementary I Adult Learner with the tools to help the child acquire a reverence for life in all of its forms and to perceive the impact of man and his culture on the natural world. Beginning with the Six Kingdoms of Life, this course lays the foundation for scientific exploration in both zoology and botany. In zoology, the Adult Learner explores the first animal questions, simple animal stories, identification and study of animal classes, introductory nomenclature, and external and internal body structure of animals. In botany, the first plant questions, simple plant stories, introductory botanical nomenclature and classification are presented. Environmental studies and responsibilities are presented, and the microscope is introduced.

Methods of Presentation:

Lecture and discussion

Demonstration and participatory activity

Required Reading:

Montessori, M. *To educate the human potential*

Montessori, M. *From childhood to adolescence* (chapters 6 - 10)

Kramer, R. *Maria Montessori: a biography*

Course Objectives & Assessment:

As a result of this course, along with the year-long practicum experience, the Adult Learner will develop, refine, and implement the skills necessary to become an effective Montessori teacher in the area of biology at the lower elementary level.

B. Each Adult Learner will receive a prepared Biology album of presentations, background information, and resources from the Institute. The Adult Learner will add his/her lecture notes, illustrations and photographs, relevant articles, a table of contents, tabs, and a comprehensive rationale of Biology in the elementary Montessori classroom.
This album is due Monday of the sixth week of the First Summer Session.

The rationale is due November seminar. (MACTE 1a; 1c; 2b; 2f; 2i)

C. Creation of the Science materials detailed in the Elementary Handbook:
Elementary Material Making Requirements, Assignment Two.

____ Collection of plastic animals representing Vertebrate/Invertebrate include one

sample for each class and phylum

(include containers for collection)

and

____ Chordata Charts (working chart with cards and labels and control chart)

or

____ Plantae Chart (working chart with cards and labels and control chart)

or

____ Characteristics of Vertebrate (complete set)

Due by the end of Week 7 of the First Summer Session. (MACTE 2a; 2b; 2c; 2f; 2i; 3c)

3. Botany lesson creation with write-up to be presented to the class. (MACTE 2a; 2b; 2c; 2f; 2i; 3c)

4. Class attendance and participation in lectures and discussions. (MACTE 1a; 1c; 2a; 2b; 2c; 2f; 2i; 3c)

5. The practicum experience: self-evaluation with Supervising Teacher or

Administration if self-directed and Consultant contacts and reports. (MACTE 1a; 1c; 2a; 2b; 2c; 2f; 2i; 3c)

6. Year-long project creation, implementation and presentation to peers and evaluators. (MACTE 2a; 2b; 2c; 2f; 2i; 3c)

7. Written examination the second week of the second summer. (MACTE 1a; 1c; 2a; 2b; 2c; 2f; 2i; 3c)

Syllabus: Natural Science

I. A Philosophy and Rationale of Biology

    A.   Instructor presentation of rationale of Biology

    B.   Requirements for adult learner's rationale in Biology Album

    C. Requirements of Biology course

II. What is a Living Thing?

  A. The Six Kingdoms of Life

     1. Archaea

     2. Bacteria

     3. Protists

     4. Fungi

     5. Plants

     6. Animals

  B. Botany

     1. First questions

        a. What is a plant?

        b. What plants are living in the classroom?

        c. What are the needs of the common terrestrial plant?

        d. What is a flower?

        e. What is a seed?

        f. What is a fruit?

        g. What is a vegetable?

     2. First plant stories

     3. Introductory botanical nomenclature

     4. Plants that we eat

     5. An introduction to scientific classification

     6. An introduction to plant reproduction

        a. Vegetative propagation

        b. Reproduction in the typical green plant

        c. Pollination - variations on a theme

        d. Ovules become seeds as ovary becomes a fruit

        e. Dispersion of fruits

        f. Dispersion of seeds

        g. How seeds sprout

        i. The life cycle of angiosperms

j. Plants without seeds

C. Zoology

  1. First questions:

    a. What is an animal?

    b. How are plants and animals different?

    c. What are the fundamental needs of an animal?

  2. Simple animal stories

  3. Identifying and studying common animals

    a. Identification of common fish

    b. Identification of common amphibians

    c. Identification of common reptiles

    d. Identification of common birds

    e. Identification of common mammals

  4. Basic body structure in animals

    a. External parts:

      1. of porifera

      2. of cnidaria

      3. of mollusca

      4. of annelida

      5. of arthropoda

      6. of echinodermata

      7. of fish

      8. of amphibians

      9. of reptiles

      10. of birds

      11. of mammals

      12. of _Homo sapiens_

    b. Internal parts

      1. apparatus (structures and organs) for taking oxygen for the environment

      2. the circulation of blood and other bodily fluids - what organs and

        vessels are needed?

      3. reproduction

        4. brain and nervous system

        5. an exoskeleton or an internal skeleton

        6. locomotion

    7. Environmental studies

      a. Ecosystems

      b. Food chains

III. Use of the Microscope

Institute Elementary Teacher Training Program

Guideline Element: 6.3.5.12: Child Development

Course: **Child Development 2020**

Instructors: Sarah Pimentel; Shannon Needham

Clock Hours: 27.5 hours; 17.5 hours first summer session; 2 hours seminar;

                    8 hours second summer session

Meeting Schedule: Refer to the course schedule

6.3.5.12 Child Development

    Hours: 27.5 hours

This course gives the adult learner an overview of theories of child development; the adult learner will compare and contrast these theories with those of Montessori. Stages of development will be presented and discussed; areas of development will include physical, cognitive, emotional and social. Increased understanding of child development will result from presentations and discussions concerning children's development including Montessori's Planes of Development, Piaget's research, Erikson's eight stages of psychological development, Freud's description of human phases, and Vygotsky's appreciation of both developmental and environmental forces in the realm of cognitive development. Current research is introduced. Physical development, social and personality development, the child's relationship and responsibility to humankind, language development, and cognitive and logical mathematical development are discussed. This course also addresses curriculum design based on characteristics of the child.

Required Reading:

1.   Pickering, J. (2019) *Montessori strategies for children with learning differences*. Parent Child Press.

2.   Sousa, D. (2017) *How the brain learns* (5th ed.). Corwin.

3.   Wood, C. (2007) *Yardsticks: Children in the classroom ages 4-14.* Northeast Foundation for Children, Inc.

(Specific sections assigned for class readings)

    Montessori, M: *The absorbent mind* (specific sections assigned for class readings)

The discovery of the child

The secret of childhood

Book Log Choices

1.	Eliot, L. (2009). *Pink Brain, Blue Brain: How small differences grow into troublesome gaps – and what we can do about it.* Houghton Mifflin.

2.	Hart, S. (2004). *The compassionate classroom: Relationship based teaching and learning.* Puddledancer Press.

3.	Lillard, A. S. (2005). *Montessori: The science behind the genius.* Oxford University Press.

4.	 Louv, R. (2005). *Last child in the woods: Saving our children from nature-deficit disorder*. Algonquin Books.

5.	Siegel, D. J., & Bryson, T. P. (2011). *The whole-brain child: 12 revolutionary*

	strategies to nurture your child's developing mind. Delacorte.

6.	Siegel, D. J., & Bryson, T. P. (2014). *No drama discipline: The whole brain way to calm the chaos and nurture your child's mind.* Bantam.

Course Objectives & Assessments:

As a result of this course, along with the year-long practicum experience, the adult learner will develop, refine, and implement the skills necessary to become an effective Montessori teacher in the area of child development at the lower elementary level.

1. Preparation of a child development album that includes:

	- basic handouts from the Institute that have been personalized with class notes,

	3 relevant articles with brief written/typed synopsis of each article and tabs and table of contents. Note: may use articles provided in album or choose additional articles

	Due Monday after last day of course. (MACTE 1b; 1d; 4c)

2. Book log of book chosen from the Child Development Book List. The Book Log should follow the prescribed format.

	Due the first day April seminar. (MACTE 1b; 1d)

3. Seesaw class blog with at least 5 blog entries providing relevant, accessible child development information for the 6-12 year old child to potential parents. Information about this assignment will be discussed during class and details are on the rubric.

	Due the first day of April seminar.

4. Developmental Timeline assignment. Information about this assignment will be discussed during class and details are on the rubric.

Due first day of second summer session (MACTE 1b; 1c; 1d; 4b; 4c)

5. Class attendance and participation in lectures, class activities, and reflective exercises. (MACTE 1b; 1c; 1d; 4b; 4c)

6. The practicum experience: self-evaluation with Supervising Teacher or Administrator if self-

directed and Consultant contacts and reports. (MACTE 1b; 1c; 1d; 4b; 4c)

7. Written examination the second week of the second summer. (MACTE 1b; 1c; 1d; 4b; 4c)

Syllabus

The thrust of this course will be to concentrate on the development of children from conception through the elementary years. The focus will be on the second plane child, or children between the ages of 6 and 12. The adult learner will be exposed to a variety of theories and concepts of child development. Developmental stages and their implications for home and school will be discussed.

    I.   Major Theorists (Montessori, Piaget, Erikson, Vygotsky)
   II.   Other Contributing Theorists
  III. Learning Differences/The Brain
  IV. Summary and Wrap-up

Seminar Session:

Discussion of actual classroom situations; brainstorming to address; role playing

Second Summer Session:

  I. Latest Brain Research

 II. Special Developmental Concerns

    A. Learning Differences

    B. Dyslexia

    C. Down Syndrome

    D. Autism, PDD

    E. AD/HD, Executive Function Disorder

    F. Rights and Responsibilities

Institute for Advanced Montessori Studies

Guideline Element: Management in an Elementary Classroom

Course Title: **Classroom Leadership/Management in a Lower Elementary**

Classroom 2020

Instructors: Iana Phillips; Gwen Harris

Clock Hours: 17.5 hours total

13.5   hours – Management in an Elementary Classroom

4   hours - Environmental Design in an Elementary Classroom

Meeting Schedule: Refer to course schedule

6.3.5.9 Classroom Leadership

Hours: 17.5 hours (Elementary I)

13.5 hours Management in an Elementary Classroom

4 hours Environmental Design in an Elementary Classroom

This course introduces the Adult Learner to basic principles of effective classroom management, environmental design, and parent involvement and education. Specific topics include starting a new class including the first day, week and month; planning a three-year cycle: preparation of the physical environment; ground rules; spiritual/psychological conditions of the environment; schedule preparation and record keeping; curriculum integration; field trips; and the role of the teacher as initiator, observer, group leader, and keeper of records. Also discussed are how to place students new to Montessori in the curriculum; developing a working relationship with the parents (conferencing and progress reports); being aware of cultural differences and diversity in all forms.

Manner of Presentation:

Lecture and discussion

Sharing of experiences

Required Reading:

Montessori, M. *Spontaneous activity in education* Chapter III

Nelsen, J.; Lott, L.; and Glenn, H. S., *Positive discipline in the classroom*

Recommended Readings

Nelsen, J.; Duffy, R.; Escobar, L.; Ortolano, K.; Owen-Sohocki, D. *Positive discipline: a teacher's a-z guide* Prima Publishing.

Course Objectives & Assessments

As a result of this course, along with the year-long practicum experience, the adult learner will develop, refine, and implement the skills necessary to become an effective Montessori teacher in the area of classroom management at the lower elementary level.

1. Preparation of a classroom leadership album that includes basic information from the Institute that has been personalized with class notes, illustrations, classroom photos, relevant articles, table of contents and tabs. Include the following assignments, focusing on specific areas within Classroom Leadership. (*Due at the beginning of Second Summer Session.*) (MACTE 1a; 1b; 1d; 2c; 2d; 2g; 2i; 2j; 3a; 3b; 3d; 3e; 3f)

      a. **Environmental Design** portion of the album created throughout practicum   year that includes:

          1. Map of classroom at beginning of year; narrative explaining layout and pictures illustrating room and materials

          2. Subsequent modification(s)

      What classroom observation or external observation prompted change – what did you use from case study and outside observations to effect change in your classroom? Use narrative and pictures for explaining modifications. Assess change.

          3. Impact of change

              Immediate

              Short-term

              Long-term

          4. Lessons learned/direction going in future

          5. Budget as needed during year and in preparation for following year

          6. Supplies/Materials - maintenance of equipment (maintain and purchase)

    b. **Parent Communication** portion of the album created throughout practicum year that includes:

          1. Introduction – define community served including children, parents,

        staff and greater geographical community

          2. Individual Classroom:

              Written communication

        Documentation of oral communication

        Conferences with written documentation

        Reporting instruments

        School/class events notification

3. School:

        Written communication with staff, parents and community

4. Parent Education

    c. **<u>Record Keeping</u>** portion of the album created throughout practicum year that evidences consistency between stated objectives and methods of evaluation incorporating:

        Cognitive

        Affective

        Psychomotor Development

    d. **<u>Community</u>** portion of the album created during the practicum year that includes:

        Services available

        Support services

        Child Protective Services

        Child Abuse

        Field Trips

        Outreach Projects

        In-house speakers/performers

2. Class attendance and participation in lectures. (MACTE 1a; 1b; 1d; 2c; 2d; 2g; 2i; 2j; 3a; 3b; 3d; 3e; 3f)

3. The practicum experience: self-evaluation with Supervising Teacher or Administrator if self-directed and Consultant contacts and reports. (MACTE 1a; 1b; 1d; 2c; 2d; 2g; 2i; 2j; 3a; 3b; 3d; 3e; 3f)

4. Written examination the second week of the second summer. (MACTE 1a; 1b; 1d; 2c; 2d; 2g; 2i; 2j; 3a; 3b; 3d; 3e; 3f)

Syllabus

Environmental Design in an Elementary Classroom

I. Philosophy of environmental design and classroom management

    A. The common features of different Montessori classrooms

    B. How Montessori classrooms differ from traditional environments

    C. Principles of Environmental Design

        1. Types of Space
            a. Open vs. closed spaces
            b. Quiet vs. social areas

      c.   Presentation areas, groups areas and individual areas

      d. Traffic patterns

      e. How many students will space accommodate?

2. Special Areas of the Classroom
    a. Animal habitats
    b. Plants in the environment
    c. Practical Life and cooking
    d. Science area
    e. Reading area/library
    e. Math, language, social studies

3. Arranging the Areas within the Environment

    a.   Desks vs. tables
    b. Varied seating

    b.   Child's personal storage
    c.   Storage for work
    e. Materials display

       1.) Containers and trays for work

       2.) Color coding schemes

    f. Records storage

    g. The circle (or line)
    h. Aesthetic considerations

       1.) Attractiveness of materials

       2.)   Order in the environment
    i. Mats and Rugs - their care, placement and storage

4. Environmental Considerations

    a.   Lighting
    b.   Floor coverings
    c.   Wall coverings
    d.   Window coverings
    e.   Utilities: water, electricity, heating
    f.   Natural elements: sun, air, soil, water

5. Care, upkeep, and placement of

    a. Art

    b. Plants

    c. Classroom animals

D. Role of the Teacher

1. How do your personality and interests affect the environment?
2. How are the children's personalities interests and interests reflected in the environment?
3. Monitoring the effectiveness of the environment
4. Establishing a rapport with a co-teacher or assistant

E. Outdoor Space & Design

1. Determiners

a. Urban area
    b. Suburban area
    c. Rural area
2. Playground areas

    a. Structures
    b. Playing Fields
    c. Blacktop and paved area
    d. Natural features
3. Exterior Plants
    a. The garden
    b. Flower beds
    c. Natural flora
4. Outdoor animal areas
    a. Penned animals
    b. Wild animals
5. Exterior man-made features
    a. Sidewalks
    b. Walls
    c. Picnic Areas
    d. Pavilions

Syllabus

Management in an Elementary Classroom

I. Planning a Three-Year Cycle
    A. Schedules for year
    B. Schedules for month
    C. Schedules for week
    D. Schedules for day
II. Managing the Classroom - Maintaining Order

    A. Starting a new class
    B. Setting Ground Rules
    C. Strategies for orienting new children into an on-going class

        1. In September

        2. During the year

    D. Starting school off in September - Setting the tone

        1. First Day of School

        2. Games and Community Building Experiences

        3. First Weeks of School

        4. Encouraging Independence

    E. Calling the class's attention - facilitating transitions
    F. Daily Expectations
        1. Message

       2. Journal

       3. Math Challenge

       4. Silent Reading

  G. Lunch and snacks

  H. The end of each day

  I. Field trips

    1. Preparation

    2. Scheduling

    3. Ideas

  J. Holidays and special events

III. Integration of Curricular Subjects

IV. Spiritual/psychological conditions of the environment

  A. The Montessori approach to discipline

    1. The nature of discipline

    2. The fundamentals of the Montessori approach to discipline

      a. Teaching grace and courtesy

      b. Modeling the behavior we expect of the children - tone setting

      c. Cueing strategies

      d. Reinforcement strategies

      e. Isolation strategies - logical consequences

      f. Redirecting the child's attention

      g. Looking for the underlying cause of "bad" behavior

    3. Strategies for coping with the difficult child

    4. Working with your administrator, co-teachers, and the parents

  B. Conflict Resolution

  C. Promoting Effective Communication

V. Homework

VI. Role of the Teacher

  A. Initiator

  B. Observer

  C. Group Leader

  D. Keeper of Records

VII. Record Keeping

  A. Record Keeping

  B. Work plans, Teacher Expectations

  C. Managing Children's Work

VIII. Communications

A. Report Cards, Conferences, Personal/Professional Notes on Same
    1. Writing progress reports that leave parents feeling informed and involved -

    inviting collaboration

    2. Going beyond basic parent conferences to conferences that leave parents feeling well informed, unthreatened, and involved in their child's

    education.

    3. The value of a monthly class newsletter

        a. What is newsworthy?

        b. Basic principles of writing, design, and production

B. Parent Relations, Communication, Notes and Updates
    1. How to develop positive professional relationships with parents

        a. Communicating well and often

        b. Making your parents feel at home in your class, yet having them feel comfortable with your class ground-rules
    2. Creating real interest and basic understanding about what goes on in a

    Montessori classroom

        a. Avoiding "professionalese"

        b. Determining what they really want to know at any given point

        c. Avoiding the barriers to positive parent-school communication

        d. Presenting information and experiences that raise their level of interest and awareness, and give them meaningful information

    3. Designing a schedule of parent education programs for a year

    4. Organizing parent observation guidelines and opportunities

    5. People Mornings/People Nights

    6. Open Houses

    6. Room parents who support you with lunch, playground, material making, and field trips

IX. Teaching Situations

    A. Team Teaching

    B. Assistants
X. Professional Development

Institute for Advanced Montessori Studies

Elementary Teacher Education Program

Guideline Element: Geography Curriculum/ History

Course: **History/ Geography** (**Social Studies**) **- Elementary I** 2020

Instructor: Catharina Jacknow

Clock Hours: 55 hours: 39 first summer session; 16 seminar

Meeting Schedule: Refer to course schedule

6.3.5.4 Geography (Elementary I)

Beginning with a sensorial introduction to physical geography, this course takes the Elementary I adult learner through a variety of globes, maps and mapping, geographical features, and creation of imaginary islands which assist the child in experiencing his place in the world and coming to realize his responsibility for the same. Astronomy and cosmology are explored including the formation of the universe, stars, our Solar System, and the composition of the universe. The structure of Earth, the composition of Earth, and our changing Earth lay the foundation for the geologic history of Earth (see 6.3.5.8 History) and 6.3.5.10 Earth Sciences. Also see 6.3.5.9 Sciences, as these all are part of Dr. Montessori's Cosmic Curriculum. Montessori's Great Lessons are webbed throughout Geography and History.

6.3.5.5 History Curriculum

 (Elementary I)

Building on the base laid in geography, the Student travels through time and space as the geologic history of the earth is explored. The concept of time is presented as this is now an emerging sense in the elementary child; personal timelines are presented. Geologic time is explored expanding from the introduction to the cosmos in 6.3.5.7 Social Studies (Elementary I) with the Clock of Eras and Earth's geologic timeline. As humankind appears on the timeline, the Fundamental Needs of Humankind are introduced as children experience the similarities among and commonalties of people throughout the world. Prehistory and the history of mankind are explored at the mid-year session.

Methods of Presentation

    A. Lecture

     B. Demonstration

     C. Discussion

     D. Assistance during Practice Time

Required Reading:

  Duffy, D. & M. *Children of the universe*

  Montessori, M. *To educate the human potential*

  Montessori, M. *From childhood to adolescence* (chapter 5)

Kramer, R. *Maria Montessori: a biography*

Suggested Readings:

Wm. K. Hartman and Ron Miller, *The history of earth* Workman Pub. Co.

David Lambert and the Diagram Group*, The field guide to geology*

Time-Life Series, *Voyage through the universe*

Time - Life Series, *Planet Earth*

Mario M. Montessori, "*The human tendencies and Montessori education*"

Fenton & Fenton, *The fossil book*

Time-Life Books, All *Emergence of man* volumes

Time-Life Books, All *Great ages of man* volumes

J. Bronowski, *The ascent of man*

Preston Cloud, *Cosmos, earth, and man*

Kirk R. Johnson & Richard K., *Prehistoric journey: a history of life on Earth*
Stucky, Denver Museum of Natural History
Richard Fortey, Knopf, *Life*

IMAX "Cosmic Journey" video

Sara Stein, *The evolution book*

Bryson, Bill *A short history of nearly everything*

Course Objectives & Assessment:

As a result of this course, along with the year-long practicum experience, the adult learner will develop, refine, and implement the skills necessary to become an effective Montessori teacher in the area of history/geography at the lower elementary level.

1. Each adult learner will receive a prepared History & Geography album of presentations, background information, and resources from the Institute. The adult learner will add his/her lecture notes, illustrations and photographs, relevant articles, a table of contents, tabs, and a comprehensive rationale of history/geography in the elementary Montessori classroom. *This album is due the first day of November seminar. The Rationale is due Monday of week 4.* (MACTE 1a; 1c; 2a; 2b; 2c; 2f; 2i)

2. Creation of the History/Geography materials detailed in the Elementary Handbook: Elementary Material Making Requirements, Assignment Two.
   Landscape Picture Sets

   Stellar Nucleosynthesis

   Planetary Disks

Timeline of Life

Due by the end of Week 7 of the First Summer Session. (MACTE 1c; 2a; 2f; 2i; 3c)

3. Class attendance and participation in lectures and discussions. (MACTE 1a; 1c; 2a; 2b; 2c; 2f; 2i; 3c)

4. Peer evaluation of lesson during first summer session in preparation for

   peer evaluation during mid-year seminar oral examinations. (MACTE 1c; 2a; 2f; 2i; 3c)

5. The practicum experience: self-evaluation with Supervising Teacher or

   Administrator if self-directed and Consultant contacts and reports. (MACTE 1a; 1c; 2a; 2b; 2c; 2f; 2i; 3c)

6. Oral examination during April seminar using the Timeline of Life. (MACTE 1c; 2a; 2f; 2i; 3c)

7. Year-long project creation, implementation and presentation to peers and evaluators. (MACTE 1a; 1c; 2a; 2b; 2c; 2f; 2i; 3c)

8. Written examination the second week of the second summer. (MACTE 1a; 1c; 2a; 2b; 2c; 2f; 2i; 3c)

Syllabus:

I. A Philosophy and Rationale of History/Geography

> C. Instructor presentation of rationale of History/Geography
> D. Requirements for adult learner's rationale in History/Geography Album
> C. Requirements of History/Geography course

II. History

> A. Concept of Time
>   a. First timeline/calendars
>   b. Year and its parts
>   c. BCE/CE timeline
>   d. Fundamental Tenses

III. Cosmology (Origin of the Universe)

> A. Creation stories
> B. First Great Lesson: The Story of the Universe

IV. Astronomy

> A. Stars
>   a. Formation of Galaxies
>   b. Stellar Nucleosynthesis
>   c. Five Circumpolar Constellations
> B. Our Solar System
>   a. Formation of the Solar System
>   b. The Sun (take home assignment)
>   c. The Planets
>   d. Formation of the Earth
> C. Relationship of the Sun and the Earth
>   a. Day/Night on Earth
>   b. Seasons I, II

    c. Climate Zones

V. Geology (Geologic History of the Earth)

  A. Earth's Preparation for Life

  B. First Living Things

  C. Clock of Eras

  D. Earth History Timeline

  E. Black Strip

  F. Second Great Lesson: Life Comes to Earth

    a. Timeline of Life

      1. The Paleozoic Era

        1a. Dominant Life Forms

        1b. Movement on to Land

        1c. Extinctions and Geologic Changes

      2. The Mesozoic Era

        2a. Dominant Life Forms

        2b. Continental Movements and Geologic Change

        2c. Dinosaurs and their Extinction

      3. The Cenozoic Era

        3a. Dominant Life Forms

        3b. Evolution of Mammals

        3c. Geologic Change

VI. Structure of the Earth

  A. The Lithosphere, Hydrosphere, and Atmosphere
  B. Geodynamics
    a. Earth's Interior (Layers of the Earth)
    b. Plate Tectonics
    c. Formation of Mountains and Faults
    d. Earthquakes and Volcanoes
  C. Lithosphere
    a. Types of Rocks
    b. What is a Rock?
    c. Rock Cycle
    d. Minerals
  D. Hydrosphere
    a. Composition of Hydrosphere
    b. Work of Water
    c. Erosion
    d. Rivers
    e. Ice
    f. Glaciers

E. Atmosphere
    a. Composition of Atmosphere
    b. Earth's Insulation
    c. Layers of Atmosphere
    d. Magnetosphere
    e. Electromagnetic Spectrum

VII. Geography

A. Topography (Geographical Features)
    a. Landscapes
    b. Isolated Features
    c. Imaginary Island
B. Cartography (Maps and Mapping)
    a. Geography Cabinet
    b. World Puzzle Map/Continents
    c. Biomes
    d. Pin Maps
    e. Cardinal Directions, Intermediate Directions
    f. Mapping the School Grounds
    g. Hemispheres
    h. Imaginary Lines of Demarcation
    i. Coordinates
    j. International Date Line

VIII. Cultural Geography

A. Fundamental Needs of People
B. Flags
C. Human Progress: Vertical and Horizontal Studies
D. Interdependencies
E. Traditional Social Studies Topics
    a. Holidays
    b. Presidents
    c. Explorers
    d. Ethnicities
    e. Communities

IX. Integration

A. Use of technology, resources
B. Benchmarks
C. Mapping the curriculum through the three year cycle
D. Review requirements
E. "Pebble in my Pocket" activity

- The following will be covered during the seminar session -

X. Enter Early Humans

A. Review of Prehistory

    1. Creation Stories

    2. Time Analogies

       3. Review Timeline of Life

B. Classification of Humans

       1. Finding humans in the biota

       2. Characteristics of

              a. vertebrates

              b. mammals

              c. primates

              d. apes

              e. humans

       3. Scientific classification of humans

       4. Intro to Cladograms

       5. Vocabulary

C. Determining Characteristics of Humans

       1. Earliest Finds (Lucy)

       2. New Finds

       3. Development Cards

D. Timeline of Early Humans – pictures, skulls, toolkits

       1. Predecessors

       2. Australopithecus (gracile)

       3. Paranthropus

       4. Homo habilis

       5. Homo erectus

       6. Homo heidebergersis

       7. Homo Neanderthal

       8. Homo sapiens (Cro magnon)

E. Human Tree of Life

       1. Ardipithecus Group

       2. Australopithecus Group

       3. Paranthropus Group

       4. Homo Group

F. Research and Related Activities

       1. Simulations

    a. group work

    b. games

    c. projects

   2. Reports

    a. supplements

    b. presentations

   3. Additional areas of interest

    a. tool making

    b. cave painting

    c. Celebrations

 G. Fieldtrips

   1. Setting ground rules

   2. Creating packets

   3. Purchasing lunches

Institute for Advanced Montessori Studies

Elementary Teacher Education Program

Guideline Element: Language Curriculum

 Course: **Language Arts - Elementary I** 2020

 Instructors: Iana Phillips

 Clock Hours: Elementary I Course – 51.5 hours during first summer session

   Reading Comprehension - 10 hours during second summer session

 Meeting Schedule: Refer to the course schedule

6.3.5.3 Language Curriculum

 Hours: 51.5 hours (Elementary I); 10 hours Reading Comprehension (Elementary I)

 Language is that which differentiates human beings from other animals; it pertains to the thoughts of humankind since its beginning. It involves discussion, listening and judgment. Beginning with an overview of the early childhood language materials, the Elementary I Adult Learner experiences oral language strategies; writing activities including development of mechanical skills, creative writing of both prose and poetry, and beginning research skills; and developmental reading materials and activities. Grammar studies include Montessori's Function of Words and the grammar boxes; reading and sentence analysis is introduced. Also included are studies in the areas of literature; phonogram study; spelling of phonetic and non-phonetic words; library/reference skills; research skills. The History of Written Language and Writer's workshop are woven through the areas of study.

Methods of Presentation:

    1. Lecture and discussion

    2. Demonstrations and participatory activity

    3. Supervised practice with materials

Required Readings:

Montessori, M. *The Montessori elementary material* - parts I, II, VII

Montessori, M. *Spontaneous activity in education* - pp. 270 – 275 (Clio Series edition pp. 208-213)

Recommended Readings:

Calkins, L.M. (2003). Units of study for primary writing: a yearlong curriculum. Portsmouth, NH: Firsthand.

Fletcher, R. & Portalupi, J. (2007). Craft lessons: teaching writing k-8. Portland, ME; Stenhouse Publishers.

Harvey, S. (1998). Non-Fiction Matters. Portalnd, ME: Stenhouse Publishers.

Harvey, S & Goudvis, A. (2000). Strategies that Work. Portalnd, ME: Stenhouse Publishers.

Miller, D. (2002). Reading with Meaning. Portland, ME; Stenhouse Publishers.

Sacks, D. (2003). *Language Visible: Unraveling the History of the Alphabet from A-Z.*

Wolf, M. (2007). *Proust and the Squid: The Story and Science of the Reading Brain.* New York, NY: HarperCollins.

Course Objectives & Assessment:

As a result of this course, along with the year-long practicum experience, the Adult Learner will develop, refine, and implement the skills necessary to become an effective Montessori teacher in the area of language at the lower elementary level.

1. Each Adult Learner will receive a prepared Language Arts album of presentations, background information, and resources from the Institute. The Adult Learner will add his/her lecture notes, illustrations and photographs, relevant articles, a table of contents, tabs, and a comprehensive rationale of language arts in the elementary Montessori classroom. Album will also require preparation by Adult Learner of two assigned lessons.
    This album and rationale are due April seminar. (MACTE 1a; 1c; 2b; 2c; 2f; 2i)

2. Creation of the language arts materials detailed in the Elementary Handbook:
    Elementary Material Making Requirements, Assignment Two.

    - Phrase/Sentence Pattern Cards
      Due by Wednesday of Week 8 of First Summer Session. (MACTE 2a; 2f; 3c)

3. Class attendance and participation in lectures and discussions. (MACTE 1a; 1c; 2a; 2b; 2c; 2f; 2i; 3c)

4. Lesson evaluation during first summer session. (MACTE 2a; 2f; 3c)

5. The practicum experience: self-evaluation with Supervising Teacher or

   Administrator if self-directed and Consultant contacts and reports. (MACTE 1a; 1c; 2a; 2b; 2c; 2f; 2i; 3c)

6. Oral examinations during November seminar. (MACTE 2a; 2f; 3c)

7. Year-long project creation, implementation and presentation to peers and evaluators. (MACTE 2a; 2f; 3c)

8. Written examination the second week of the second summer. (MACTE 1a; 1c; 2a; 2b; 2c; 2f; 2i; 3c)

Syllabus

Overview

The written language work of elementary-aged children is built upon the substantial edifice of an oral language. Oral skill development does not stop when a child begins written language work but continues at more challenging levels simultaneously with written language skill development.   One may think of the marvelous fabric of language being woven of the warp of oral language and the weft of written.

Most children have already woven a sizable piece of fabric by the time they move into the elementary program. The width of the fabric may expand, the variety of threads may increase, the pattern or design may become more complex or colorful but the basic process of integrating the warp and the weft remains the same at the elementary level.

I. A Philosophy and Rationale of Language Arts

        E.   Instructor presentation of rationale of Language Arts
        F.   Requirements for Adult Learner's rationale in Language Arts Album
        G.   Requirements of Language Arts course
        H.   Language weekly work expectations
        I.   Planning a yearly curriculum

II. Overview of the History of Our Language

    A. Story of Oral Language

        1. Theories

    B. Legends of origins of letters of the alphabet

    C. Introduction to "writing"

      1. Pictography

      2. Ideography

      3. Logography

      4. Word-syllabic/logo-syllabic writing

    D. Ancient Cultures

III. Handwriting

    A. General activities to develop hand-eye coordination and "lightness" of touch

1. Metal Insets

2. Sequence of hand control activities

   (a) Design sheets

   (b) Geometric design sheets

   (c) Tracing

B. Perfection of writing

1. D'Nealian Numbers

2. D'Nealian Manuscript Alphabet

   (a) Minuscules

   (b) Majuscules

3. D'Nealian Cursive Alphabet

   (a) Minuscules

   (b) Majuscules

   (c) Irregular ligatures

4. Italic Chancery Hand

IV. Introduction to Reading

A. Whole language / phonetic reading overview

B. Practical Aspects of Reading to and with Children

   a. Reading writing connection
   b. Independent reading programs: SRA
   c. Sharing Literature/Literature circles – 5 culturally responsive books to share

C. Phonetic Reading Cards

D. Reservoir of Words

1. Simple phonetic words - 2 and 3 letters

2. Simple phonetic words with a double consonant

3. Simple phonetic words with double consonants and one blend

4. Simple phonetic words of 4 or more letters

5. Consonant diagraphs

6. Double consonants

7. Disyllabic phonetic words

E. Silent "e", long vowels

F. Phonograms

G. Puzzle Words

H. Reading Presentations
  1. Reading Words

    (a) Nouns

    (b) Verbs

    (c) Simple and classified nomenclature

  2. Reading Sentences

    (a) Reading activities

        1. Reading commands

        2. Reading first books

        3. Interpretive reading

        4. Definitions from classified nomenclature

        5. Actual books

        6. Exercises for Correct Expression

    (b) Grammar as a help to reading and sentence analysis work

        1. Function of Words

        2. Grammar boxes and Commands

        3. Reading Analysis

  I. Launching Literature in 6-9 Classrooms

        1. types of reading in the classroom

        2. developmental levels

        3. shared reading

        4. guidelines for reading aloud

        5. strategies of comparative literature discussion

            a. ground rules of discussion

           b. generating questions

           c. genres

        6. study of literature components

        7. writing connection

        8. Comparing literature

V. Spelling

  A. Spelling overview and assessment

  B. Dolch Words

C. Developmental Spelling Stage: Characteristics of readers, writers and spelling

D. Word hunts*

E. Developmental Spelling Assessment: DSA/WYW

F. Analysis of Graphemes

G. Analysis of Phonemes

H. Dictionary of Graphemes

I. Dr. Claremont's Eighteen Elementary Spelling Baskets*

J. Galsworthy Booklets*

K. Phonemic Dictionary

VI. Creative Writing

A. Writer's Workshop*
   1. mini lessons

        (a) webbing

        (b) brainstorming

        (c) sentence expansion

        (d) rich language lessons

        (e) word banks

   2. Writing*

        (a) writing time

        (b) teacher's roles

        (c) children's roles

   3. Drafting*

   4. Conferring*

   5. Revision

        (a) Praise

        (b) Questions

        (c) Polish

   6. Editing

        (a) Own work

        (b) Work of partner

        (c) teacher's corrections

        (d) individual conferring

       7. Publication

  B. Poetry Writing

    1. Structured poetry*

        a. poetry composition ideas

    2. Elements

      a. symbolism

      b. metaphor/simile

      c. alliteration

    3. Elements of a poem

      a. sound

      b. emotion

      c. image

  C. Oral Language Strategies

    1. Discussions

    2. Spontaneous sharing with the whole class

    3. Personality of the week

    4. Story telling

    5. Oral reports

    6. Book reports

    7. Improvisational dialogues

    8. Plays

    9. Storytelling

    10. Reciting from memory

    11. Nursery rhymes

VII. Teacher Directed Composition

  A. Differentiating between creative writing & assignments
      a. Forms
      b. Transition to paragraphs
    1. word composition commands

    2. Sentence composition commands

    3. Story composition commands

    4. List composition commands

  B. Composition on Paper

1. sentence ending command cards

2. composing comparisons

3. Story writing ideas

4. friendly letter

C. Individual and class journals

    a. daily history

    b. daily message

VIII. Word Study

  A. Study of Syllables

  B. Affixes

    1. Suffixes

    2. Prefixes

    3. Combination of suffixes and prefixes

  C. Compound words

  D. Antonyms and Synonyms

  E. Homonyms

    1. Homophones

    2. Homographs

  F. Contractions (Adult Learner prepares)*

  G. Word Study Games

    1. Word search puzzles

    2. Crossword puzzles

    3. Scrambled words

    4. Dictionary Games

IX. Mechanics

  A. Capitalization

    1. proper names – pronouns – days of week – month of the year – geographical locations – brands, peoples and languages, titles, events, and names of structures

  B. Punctuation*

    1. period

      a. period in a sentence – abbreviation – months of the year – geographical locations (States/Countries)

b. types of sentences

    2. commas

        a. appositive

    3. question mark

    4. apostrophe single

        a. apostrophe plural

    5. exclamation mark*

    6. quotation mark*

    7. colon*

X. Research and Library Skills

  A. Parts of a book and care of a book

    1. Table of contents

    2. Index

    3. Title page

    4. Glossary

    5. Bibliography

  B. Dictionary Skills

    1. Alphabetization

    2. Guide words

    3. Entry words

    4. Syllabification

    5. Parts of speech

    6. Definitions

  C. Using Resource Books in Class or School Library

    1. Parts of and using a dictionary

    2. Parts of and using a thesaurus

    3. Parts of and using a set of encyclopedias

    4. Parts of and using an atlas

  D. Using the internet

XI. Grammar Studies: The Parts of Speech

    A.   Introduction to the Noun Family

        1. Book of plurals

        2. Classification of nouns

    B.   Noun and Article Grammar Boxes and Command Cards

    C.   Adjective

        1. Transitional Activities

            (a) Button Set

            (b) Color Set

            (c) logical adjective

            (d) Comparisons

            (e)   Detective adjective

        2. Adjective Grammar Boxes and Command Cards

    D.   Noun Phrase Pattern Cards

    E.   Verb – oral introduction

        1. Transitional Activities

            (a) Single Verb Commands

            (b) Command Cards

        2. Verb Grammar Boxes and Command Cards

    F.   Preposition – transitional activities

        1. Preposition Grammar Boxes and Command Cards

        2. Agreement of Preposition with Its Object

        3. Sentence Composition with Prepositional Phrase

    G.   Adverb transitional activities

        1. Adverb Grammar Boxes and Command Cards

    H.   Pronouns

        1. Oral Introduction to Pronouns

        2. Pronoun Grammar Boxes and Command Cards

    I. Conjunctions

        1. Oral Introduction to Conjunctions

        2. Conjunction Grammar Boxes and Command Cards

    J. Interjection Grammar Boxes

K. Advanced Grammar Symbol Work

   1. Sentence Cards

   2. Analysis of Command Cards

   3. Analysis of Child's Own Composition

   4. Analysis of Literature

   5. Grammar Boxes – contents

   6. Composition with Phrase and Sentence Grammar Symbol Pattern Cards

XII. Syntax Studies

  A. Reading Analysis - Level 1

    1. Simple and Compound Sentences: First Stage

     (a) Subject of two actions

     (b) Two subjects of two actions

     (c) Hunting the object: one subject, one object

     (d) Hunting the object: one subject, one action, two objects

     (e) Hunting the object: two subjects, two actions, two objects

     (f) Hunting the object: pronoun as object

    2. Simple and Compound Sentences: Second Stage

     (a) Wooden arrows

     (b) First analysis chart

     (c) Internal punctuation

  B. Sentence Construction - Level 1

Institute for Advanced Montessori Studies

Elementary Teacher Education Program

Guideline Element: Mathematics and Geometry

   Course: **Mathematics & Geometry** 2020

Instructors: Elementary I Mathematics & Geometry – Paula Gallagher, Rodney Berthold

Clock Hours: Elementary I Math & Geometry – 91.5 hours

Meeting Schedule: Refer to the course schedule

6.3.5.1 Mathematics Curriculum

Hours: 46 hours (Elementary I); 28 hours seminar sessions (Elementary I)

This course presents arithmetic in three parallel sequences - counting work, operations, and table memorization. The Elementary I Adult Learner experientially explores the decimal system including concept of number and quantitative relationships; the four fundamental operations with whole numbers, fractions, and decimal fractions; table memorization activities; laws of arithmetic; exponential notation; introduction to algebra; problem solving; supplemental activities including time, money, and measurement. The Elementary II Adult Learner builds on this base expanding to exponential notation involving squaring/square root and cubing/cube root; base systems; measurement equivalencies; probability and statistics (data collection and methods of data display) and algebra. The History of Mathematics is webbed throughout both levels of this course.

6.3.5.2 Geometry Curriculum

Hours: 17.5 hours (Elementary I)

The study of geometry is usually the first "place" a child experiences the reality of his abstract reasoning power. Instead of depending on his senses, which can deceive him, the child learns to depend upon his reasoning skills. This course presents the Elementary I Adult Learner activities and nomenclature for geometric forms; lines; angles; polygons; and introductory congruency, similarity and equivalence. Building on this base, the Elementary II Adult Learner explores nomenclature of additional geometric shapes; advanced work with angles; perimeters and areas; advanced congruency, similarity and equivalence; the Pythagorean Theorem; geometry of the pentagram; and geometry with solids including volume.

Methods of Presentation

A. Lecture

B. Demonstration

C. Discussion

D. Assistance During Practice Time

Required Reading:

Montessori, M. *The Montessori elementary material* - parts III and IV

Course Objectives & Assessment:

As a result of this course, along with the year-long practicum experience, the Adult Learner will develop, refine, and implement the skills necessary to become an effective Montessori teacher in the area of mathematics at the lower elementary level.

1. Each Adult Learner will receive a prepared Mathematics album of presentations, background information, and resources from the Institute. The Adult Learner will add his/her lecture notes, illustrations and photographs, relevant articles, a table of contents, tabs, and a comprehensive rationale of mathematics in the elementary Montessori classroom. *This album is due the first day of the Second Summer* (MACTE 1a; 1c; 2b; 2c; 2f; 2i)

2. Creation of the mathematics materials detailed in the Elementary Handbook: Elementary Material Making Requirements, Assignment Two.
   a. Golden Mat OR
   b. Infinity Street
   Due the end of week 7 the First Summer Session. (MACTE 2a; 2b; 2f; 2i; 3c)

3. Lesson creation: Division with Golden Mat. Adult Learner creates lesson and write-up independently (MACTE 2a; 2b; 2f; 2i; 3c)

4. Class attendance and participation in lectures and discussions. (MACTE 1a; 1c; 2a; 2b; 2c; 2f; 2i; 3c

5. Lesson evaluation during first summer session. (MACTE 1a; 1c; 2a; 2b; 2c; 2f; 2i; 3c)

6. The practicum experience: self-evaluation with Supervising Teacher or

   Administrator if self-directed and Consultant contacts and reports. (MACTE 1a; 1c; 2a; 2b; 2c; 2f; 2i; 3c)

7. Oral examinations during the November seminar. (MACTE 2a; 2b; 2f; 2i; 3c)

8. Year-long project creation, implementation and presentation to peers and evaluators. (MACTE 2a; 2b; 2f; 2i; 3c)

9. Written examination the second week of the second summer. (MACTE 1a; 1c; 2a; 2b; 2c; 2f; 2i; 3c)

Syllabus:

Arithmetic is presented in three parallel sequences - counting work, operations, and table memorization. The child usually makes progress in all three sequences simultaneously, but it is possible for a child to move more rapidly in one sequence without "damage" to the mathematical mind. A child may progress through the operations, for instance, without having completely memorized the tables. Some children make great strides in developing counting skills and concepts while moving more slowly through the operational sequence. Genuine interest is more obvious in this approach to a complex and very abstract discipline.

Each of the arithmetical sequences is outlined in the approximate order of presentation to the children. "Approximate" is the only way to characterize this sequencing since some presentations may be redundant. The Adult Learners will be helped to realize that some children make conceptual leaps in the arithmetical realm and will not need certain presentations. The sequences, then, are not to be thought of as templates for each and every child. Perhaps they are better thought of as sequences of tests of the interior evolution of the child's "mathematical mind". In fact, each presentation can be considered either an instruction or a test.

I. A Philosophy and Rationale of Arithmetic

1) A. Instructor presentation of rationale of Arithmetic
   1) Requirements for Adult Learner's rationale in Arithmetic Album
  C. Requirements of Arithmetic course

II. Arithmetic

 A. Counting/The Decimal System

  1. Various activities to achieve understanding of quantities from 1 to 10 and the symbols used for these quantities.

  2. Counting beyond 10

   a. Knowledge of teen and tens

   b. Colored bead "square" chains

   c. Colored bead "cube" chains

   d. Decimal hierarchy apparatus - powers of 10

  3. Knowledge of the decimal system

   a. Knowledge of Quantity

    1) Golden Bead materials

    2) Hierarchical materials

    3) Stamp Game materials

    4) Bead Frame materials

    5) Decimal materials

   b. Knowledge of Symbol

    1) Expanded notation materials

    2) Bead frame notation papers

    3) Decimal notation materials

   c. Association of Quantity and Symbol

 B. Operations

  1. Exchanging

  2. Addition with whole numbers

   a. golden beads: static form/dynamic form

   b. stamp game: static form/dynamic form

   c. bead bars on "golden mat"

   d. small bead frame: static form/dynamic form

   e. large bead frame: static form/dynamic form

f. dot board

g. passage to abstract work entirely on paper - several steps from simple to complex problem solving

2. Subtraction with whole numbers [Some children respond better to presentations on multiplication before subtraction.]

a. golden beads: static form/dynamic form

b. stamp game: static form/dynamic form

c. small bead frame: static form/dynamic form

d. large bead frame: static form/dynamic form

e. passage to abstract work entirely on paper - several steps from simple to complex problem solving

3. Multiplication with whole numbers

a. golden bead exercises: static & multiplier up to 9

b. stamp game: static & multiplier up to 9

c. golden mat with bead bars

d. preparation for multiplication with the bead frames; multiplication by 10, 100, and 1000 with golden beads

e. small bead frame: multiplication by 10, 100, and 1000

f. small bead frame: one-digit multiplier

g. large bead frame: two-digit multiplier

h. large bead frame: three-digit multiplier

i. golden bead frame: two-, three-, four-digit multipliers

j. the bank game

k. constructing multiplication checkerboard with colored tiles

l. multiplication by tens & units on "checkerboard"

m. multiplication by units, tens, hundreds, and thousands

   "checkerboard"

n. multiplication problem "patterns" on quadrille paper

o. passage to abstract work completely on paper - several stages

   from simple to quite complex

4. Division with whole numbers

a. golden beads - divisors from 2 to 9

b. stamp game - divisors from 2 to 9

c. golden beads - divisors of tens + units

d. stamp game - divisors of tens + units

e. hierarchical materials: racks and tubes

f. passage to abstract work completely on paper - several steps from simple to quite complex

C. Table Memorization, Equivalencies and Miscellaneous Exercises

    1. Memorization of addition

        a. addition strip board

        b. Chart 3: whole finger chart

        c. Chart 4: half chart

        d. Chart 5: simplified chart

        e. addition bingo game

        f. snake game

        g. bead bar activities

        h. special combinations

        i. story problems

    2. Memorization of subtraction

        a. subtraction strip board

        b. Chart 2: finger chart

        c. subtraction bingo game

        d. snake game

        e. special cases

        f. story problems

        g. "Families" of addition and subtraction "facts"

    3. Memorization of multiplication

        a. multiplication bead board

        b. Chart 3: whole finger chart

        c. Chart 4: half chart

        d. multiplication bingo game

        e. snake game

        f. games

     g. bead bar activities

     h. special combinations

     i. story problems

4. Memorization of division

     a. unit division board

     b. Chart I: finger chart

     c. division bingo game

     d. multiplication Chart 4: half chart

     e. other activities

     f. special cases

     g. story problems

     h. "Families" of multiplication and division "facts"

5. Multiples and factors

     a. multiples:

        1) square chains

        2) bead bars

        3) chart of multiples

     b. common multiples:

        1) bead bars

        2) chart of multiples

        3) table of multiples

     c. factors:

        1) pegboard

        2) table C

     d. common factors:

        1) pegboard

        2) table C

     e. lowest common multiple

     f. greatest common factor

     g. passage to abstraction

II. Geometry

The study of geometry is usually the first "place" a child confronts the reality of his abstract reasoning power. When faced with a judgment about geometric equivalence of area, for instance, the child realizes that his senses can deceive him. Instead of depending on these senses, he learns to depend upon his reasoning skill. This particular moment of awareness is more easily observed than most in the life of the child.

The following will be covered during the 1st summer session -

I. A Philosophy and Rationale of Geometry

    A. Instructor presentation of rationale of Geometry

       2)   B. Requirements for Adult Learner's rationale in Geometry Album
    C. Requirements of Geometry course

II. Sequence of Geometry Presentations

    A. "Psycho Geometry"

      1. Geometry Cabinet - recognition of shapes

      2. Explorations with the Boxes of Constructive Triangles

      3. Explorations with the Circle Insets, the Divided Squares, and the Divided

      Triangles

      4. Geometric design work

      5. Nomenclature charts and booklets

          a. introduction to three dimensions

          b. geometry of lines

          c. geometry of angles

          d. geometry of plane figures - generally

The following will be covered during the Seminar Sessions -

    Fractions

        1. Introduction to fractions

        a. knowledge of quantity

        b. knowledge of quantity and symbol

        c. knowledge of nomenclature

2. Addition of Common Fractions

        a. fraction circles

        b. divided squares and divided triangles

        c. simple sums using Fraction Circles

        d. simple sums using Divided Squares

        e. sums of unit fractions

        f. addition of fractions with the same denominators using fraction cutouts

        g. chart of equivalent Fractions

        h. simplifying fractions

        i. addition of fractions with different denominators using fraction cutouts

        j. addition of mixed numbers

        k. simplifying improper fractions

        l. passage to abstract work completely on paper - several stages from simple to complex

3. Subtraction of Common Fractions

        a. subtraction of fractions with same denominators using Fraction Circles

        b. subtraction of fractions with same denominators using fraction cutouts

        c. subtraction of fractions with different denominators using Chart of Equivalent Fractions

        d. simplifying "difference"

        e. subtraction of mixed numbers

        f. passage to abstract work completely on paper

4. Multiplication of Common Fractions

        a. repeating sum is equal to multiplication

        b. multiplication of fractions by whole number multipliers - work with fraction cutouts

        c. whole number multiplied by a fraction same as fraction multiplied by a whole number

        d. fraction multiplied by a fraction

        e. simplifying "product"

        f. multiplication of mixed numbers

        g. "canceling" procedure

h. passage to abstract work completely on paper

i. passage to abstract work completely on paper – several stages from simple of complex

5. Division of Common Fractions

   a. reciprocals

   b. dividing a fractions by a whole number

   c. dividing a whole number by a fraction

   d. dividing a fraction by a fraction

   e. showing that dividing by a fraction is the same as multiplying by the reciprocal of the divisor

   f. dividing a mixed number by a fraction

   g. dividing a mixed number by a mixed number

   h. passage to abstract work completely on paper

6. Introduction to Decimals

   a. seeing relationships – decimal mat

   b. relating to whole numbers

   c. reading

   d. comparing

7. Addition of Decimal Fractions

   a. introduction on Decimal Fractions Mat

   b. dynamic addition of multiple addends

   c. passage to abstract work

8. Subtraction of Decimal Fractions

   a. introduction on Decimal Fractions Mat

   b. passage to abstract work

9. Multiplication of Decimal Fractions

   a. multiplication by a decimal fraction using as multiple addition

   b Decimal Fractions Mat - bead bars, with unit multipliers

   c. exercises with Colored Tiles to build Decimal Fraction Checkerboard
   d. multiplication by a decimal fraction on Colored Tile setup

   e. multiplication of a whole number by a decimal fraction on Decimal Fraction Checkerboard

   f. multiplication of a mixed decimal by a decimal fraction on Decimal Fraction Checkerboard

   g. passage to abstract work completely on paper

10. Division of Decimal Fractions

    a. dividing a one digit by one digit with decimal in quotient

    b. dividing a decimal fraction by a whole number

    c. dividing a whole number by a decimal fraction - on Decimal Fractions Mat

    d. dividing a decimal fraction by a decimal fraction

    e. passage to abstract work completely on paper

Institute for Advanced Montessori Studies

Elementary Teacher Education Program

Guideline Element: Music

    Course: **Music – Elementary I 2020**

    Instructor: Corinne Matthes

    Clock Hours: 6 to 9 Course - 16 hours

    Meeting Schedule: Refer to the course schedule

6.3.5.15 Music

    Hours: 16 hours (Elementary I)

This course introduces the Elementary I Adult Learner to the language and structure of music, the historical development of the Western tradition in music, and provides guidelines for integration of different curricular areas through music activities.

Methods of Presentation

    1.   Lecture and discussion

    2.   Demonstration and participatory activity

    3.   Group activities

Requested Reading:

Montessori, M. *The advanced Montessori method II.* Music chapter

6 - 9 Music

Course Objectives & Assessments:

As a result of this course, along with the year-long practicum experience, the adult learner will develop, refine, and implement the skills necessary to become an effective Montessori teacher in the area of music at the lower elementary level.

1. **Album:**

Each adult learner will receive a prepared Music album of presentations, background information, and resources from the Institute. The adult learner will add his/her notes, illustrations and photographs, relevant articles, a table of contents, tabs, and a comprehensive rationale of music in the elementary Montessori classroom.

The following is to be included as the adult learner's work:

- A total of 6 "original" activities chosen from the sections of the album; you will need one lesson for each section. Each lesson is written in standard, lesson plan format.
    o Rhythm
    o Pitch
    o Composition
    o History / Culture
    o Performing
    o Musical instruments / Listening
- Photographs of children in musical activities in the adult learner's school. Photographs of the children involved in the original lessons would be especially welcome.
- A list of musical compositions that the children listened to in class during the internship year.
- Articles and items of interest that pertain to music in general, and music for lower elementary children in particular.
  The album is due the first day of the Second Summer Session. (MACTE 1a; 1c; 1d; 2b; 2e; 2f)

2. Each adult learner will give one oral presentation of a music presentation for the class to observe, a story with sound effect additions. (MACTE 1c; 2b; 2e; 2f; 2h)

3. Class attendance and participation in lectures and activities. (MACTE 1a; 1c; 1d; 2b; 2e; 2f; 2h)

4. The practicum experience: self-evaluation with Supervising Teacher or

   Administrator if self-directed and Consultant contacts and reports. (MACTE 1a; 1c; 1d; 2b; 2e; 2f; 2h)

5. Year-long project integration. (MACTE 1c; 2b; 2e; 2f; 2h)

6. Written examination the second week of the second summer. (MACTE 1a; 1c; 1d; 2b; 2e; 2f; 2h)

Syllabus

I. A Philosophy and Rationale of Music

   A. Instructor presentation of rationale of Music

      1.   Music in the environment

      2.   The importance of music in the Montessori classroom

      3.   Basic components of music

   B. Requirements for adult learner's rationale in Music Album

   C. Requirements of Music course

II. The study of rhythm

        A.   Rhythm in the Environment
        B.   Rhythm Card Sets 1-3
        C.   Rhythm Note and Rest Charts
        D.   Simple Time Signatures

III.   The Study of Musical Pitch

        A.   Playing and notation of notes on the tone bars lesson series
        B.   Writing Major Scales lesson series

IV.   Composition Activities

    A. ACTIVITY – add sound effects to story and perform

    B. Composition with Pitch and Rhythm

    C. Graphic Notation

V.   Musical Instruments / Listening / Movement

        A.   What is Sound? Lesson series

        B.   Instruments of the Orchestra lesson series

        C   Guided Listening Activities

VI.   Connecting music to cultural studies – presentation of resources and ideas

VII. Performing

        A.   ACTIVITY - Singing

        B.   ACTIVITY – Rhythm Robots

        C.   ACTIVITY – Percussion Instruments

        D.   Recorders

Institute for Advanced Montessori Studies

Elementary Teacher Education Program

Guideline Element: Montessori Philosophy and Child Development

Course: **Observation and Child Study** 2020

Instructor: Sherita Sargusingh

Clock Hours: 10.5 lecture/observation hours; 9 outside observation hours

Meeting Schedule: Refer to the course schedule

Observation and Child Study

> **Hours:** 19.5 hours including lecture and documented observations, some of which are done during the practicum phase

This course demonstrates the importance of the role of observation within the Montessori

approach. The need for objective and descriptive recording of behaviors in observation is

emphasized through various strategies for observing and compiling recorded information

about children. Observational skills in the teacher candidates are cultivated so that

specific needs of individual children may be identified and addressed.

Manner of Presentation:

> A. Lecture and discussion

> B. Field observation

Required Readings: None

Suggested Readings:

Boehm, A. E. & Weinberg, R.A. *The classroom observer: Developing observation skills in early childhood settings*

Course Objectives & Assessments:

As a result of this course, along with the year-long practicum experience, the adult learner will develop, refine, and implement the skills necessary to become an effective Montessori teacher in the area of observation at the lower elementary level

- The adult learner will prepare a mini-album that will include the rewritten lecture notes, any course handouts, and assignments. The album does not require an introduction or rationale. *This album is due the last day of class during the First Summer Session.* (MACTE 1b; 1d; 2e; 2g; 2h; 2i; 2j; 3d; 3e; 3f)
2. The adult learner will observe on a daily basis during the summer class and hand in

    assignments from the daily observations. (MACTE 2e; 2g; 2h)

3. The adult learner will observe at least 3 elementary classes other than his/her own during the internship year. At least 2 must be established Montessori lower elementary classes; one observation must be an upper elementary classroom. Different techniques/tools are to be used for outside observations (information given by course instructor). Each observation   report must be submitted with a floor plan of the classroom being observed. The floor plan may be a hand drawn sketch of the environment (photographs are not necessary). *Individual observation forms and final summary will be completed and are due the first day of the April seminar.* (MACTE 2e; 2g; 2h; 3f)

4. The adult learner will conduct a case study of one child in his/her internship classroom for six months in succession; the observation begins in October. Format for observation is as follows:
    (1) The adult learner observes the child over 4 months. Different techniques/tools are to be used for recording information about the child.
    (2) The adult learner implements a plan based on observations.
    (3) The adult learner assesses effectiveness of plan over next 2 months
The assignment is due to the Institute office on the first day of the April seminar. (MACTE 2e; 2g; 2h; 3f)

Syllabus:

I.   Scientific Pedagogy

    A.   What is "behavior?"

    B.   The "scientific pedagogy' of Maria Montessori

    C.   The importance of observation within the Montessori approach- the classroom as a scientific laboratory

        1.   Using observation strategies to analyze classrooms as cultural systems:

        2.   Assessing children's uses of the prepared environment and uses of the didactic apparatus.

        3.   Use of observations to develop classroom management strategies.

II.   Observation Considerations

    A.   Benefits of Observation

    B.   Rules of the Road

    C.   Towards Objective Observations

    D.   Drawing Inferences

    E.   Recording observations

    F.   Using Systematic Observation Techniques

III.   Forms of Observation

    A.   Narrative Forms

        1.   Diary Descriptions

        2.   Anecdotal Records, Field Notes, Logs

        3.   Specimen Records - Running Record

        4.   Environmental Mapping – Key Components of a Setting

    B.   Judgment –Based Approaches

        1.   Checklists

        2.   Rating Scales

         C.   Formal Observation Schedules

            1.   Time Sampling

            2.   Event Sampling

IV.   Fitting in Times for Observation

V.   Observation Write-ups

         A.   Preparing a case study for an individual child.

         B.   Preparation of summaries of observations for a child's permanent file.

         C.   Preparation of formal reports for the child's permanent file and/or other professionals.

VI.   Child Abuse

Institute for Advanced Montessori Studies

Elementary Teacher Education Program

Guideline Element: Montessori Philosophy/Theory

Course: **Montessori Philosophy and Educational Theory** 2020

Instructor: Gwen Harris

Clock Hours: 17.5 hours

Meeting Schedule: See course schedules for current program cycle

6.3.5.11 Montessori Philosophy/Theory

Hours: 17.5 hours (Elementary I)

This course presents the history of the Montessori method and the Montessori theory of child development. Key concepts including Montessori's Four Planes of Development with emphasis on the second plane of development, the development of intelligence, the logical-mathematical mind, the development of language, social development, spiritual and moral development, the elementary classroom as a community of learners, and education for peace and membership in the human family are presented and discussed. Adult Learners become familiar with Dr. Montessori's writings as they work together to further understand how her philosophy relates to the child, materials, teacher and environment.

Manner of Presentation:

   A. Lecture and discussion

   B. Seminar discussion

C. Slides and films

Required Reading:

Montessori, M. *Spontaneous activity in education*

Montessori, M. *From childhood to adolescence*

Montessori, M. *To educate the human potential*

Montessori, M. *Formation of man*

Montessori, M. *Education and peace*

Kramer, R. *Maria Montessori, a biography*

Suggested Reading:

Palmer, D. *Does the center hold*

Montessori, M. *The Elementary material*

Montessori, M. M. *Human tendencies and Montessori education*

Csikszentimihalya, M. *Flow*

Ferguson, M. *The acquarian conspiracy*

Neil, A. S. *Summerhill*

Rousseau, J. J. *Emile*

Rambusch, N. *The American Montessori experience*

Lillard, P. P. *Montessori, a modern approach*

AMI, *Maria Montessori, A centenary anthology*

Parkhurst, H. *Education on the dalton plan*

Chattin McNichols, J. *The Montessori controversy*

Montessori, M. M. *Education for human development - understanding Montessori*

Course Objectives & Assessment:

As a result of this course, along with the year-long practicum experience, the Adult Learner will develop, refine, and implement the skills necessary to become an effective Montessori teacher in the area of philosophy at the lower elementary level.

1. Preparation of a mini-album in the area of Philosophy that includes all handouts from the course and lecture notes; add any additional articles you wish. A Table of Contents and tabs are required. An album introduction is to be included. The introduction is a collection of brief summaries of 'hot topic' research and discussion by cooperative groups.

Prepare a Montessori Glossary that defines concepts such as Cosmic Education, Human Potential, Prepared Environment, Didactic Material, Role of Imagination, Learning Styles, Sensitive Periods, Sequential Learning, Inner Discipline, and Freedom with Responsibility. Include quotations in your definitions as appropriate. Joy of Learning, Holistic Education, Materialized Abstraction, Normalization, Great Lessons, Role of the Teacher, Peace Education, and Sensory Education are other concepts which will be defined in this assignment. This is a group compilation of 'hot topic' quotes from Dr. Montessori's books and articles.

These assignments are due the Wednesday following the completion of the course during the First Summer Session.
(MACTE 1a; 1b; 3c; 3e)

2. Prepare an on-going *Philosophy Card File* containing quotes and meaningful passages selected from your readings (books/articles, etc.). Include author, title, and page number.
   Philosophy Card File is due at beginning at Second Summer Session. (MACTE 1a; 3c)

3. Class attendance and participation in lectures and discussions. (MACTE 1a; 1b; 3c; 3e)
4. The practicum experience: self-evaluation with Supervising Teacher or Administrator
   if self-directed and Consultant contacts and reports. (MACTE 1a; 1b; 3c; 3e)

5. Written examination the second week of the second summer. (MACTE 1a; 1b; 3c; 3e)

Syllabus

I. The historical perspective

    A. A Brief history of Montessori's life and work, with the contributions of her better known collaborators

    B. Montessori's scientific and philosophical antecedents

        1. Planes of Development

    C. A history of AMS and AMI and Nancy Rambush

    D. A comparison of the goals, training programs, professional values, internal organizations, and practices of AMI and AMS

II. Basic elements in the elementary Montessori model

    A. The elementary classroom as a community

    B. The elementary prepared environment

        1. Basic design elements

        2. The role of the concrete materials

        3. The Great Lessons

    C. Movement and social interaction

    D. Spontaneous activity - freely selected work

III. Curriculum

   A. Intelligence

      1. How materials help the process

         a. The importance of the control of error

         b. The passage to abstraction

      2. The curriculum as a spiral plane: successive experiences

      3. The Cosmic curriculum

   B. Imagination

      1. Imagination as the key to the universe

      2. Sowing countless seeds upon the fertile field

   C. Experiential learning:

      1. Working with the hands

      2. Becoming Competent: The importance of practical life

      3. The importance of movement:

      4. The importance of high adventure and drama

      5. Specific strategies

         a. Gardening: growing, preserving, cooking own food

         b. Horticulture: house plants and shrubs and trees

         c. Animal husbandry

         d. Hiking (Exercise, challenge, natural science)

         e. Building models or recreating the real thing

         f. Dramatizations: plays, special event days, psychodrama

         g. The value of performance for others

         h. The value of social contributions: volunteer work & charity

   D. Education for peace

      1. Community Meetings

IV. Scientific pedagogy

   A. What did Montessori really have in mind?

V. The preparation of the Montessorian

   A. Working in conflict with capitalistic values

   B. The Montessorian as an intellectual & life-long learner

1. Learning right along with the children

2. Identifying and overcoming the mental blocks that keep us from

developing new skills - The gaps in our own experience

3. The teacher as an observer

4. The teacher as an experimenter

5. The prepared environment

6. The concept of a scientific discipline and a community of scientists

C. Adult expectations (Where do they fit in?)

D. The Montessorian as a psychotherapist cultivating a rational climate for the

child's growth

1. The role of the "therapist"

2. Preventive therapy working toward self actualization

3. Transference and counter transference

4. Helping the child toward self discipline

5. Setting clear, logical, fair, consistent ground rules

Institute for Advanced Montessori Studies

Elementary Teacher Education Program

Guideline Element: Movement and Physical Education

Course: **Physical Education – Elementary I**   2020

 Instructor: Gwendolyn Harris

Clock Hours: 6 to 9 Course - 12 hours

Meeting Schedule: Refer to the course schedule

6.3.5.13 Movement and Physical Education

Hours: 12 hours (Elementary I)

This "active participation" course presents effective techniques for helping elementary children to develop an initial positive feeling for vigorous physical activity while learning group games and "sports" of a competitive and cooperative nature. Movement exploration including body awareness, spatial awareness, and time-space relationships are presented. Activities are presented

for the development of coordination and physical fitness. Cooperative games for elementary-aged children are introduced.

Methods of Presentation:

A. Lecture and discussion

B. Demonstrations and participatory activity

Required Reading:

Montessori, M. *The discovery of the child*, pp.76-105

Montessori, M. *Spontaneous activity in education*, pp. 148-152

Course Objectives & Assessment:

As a result of this course, along with the year-long practicum experience, the Adult Learner will develop, refine, and implement the skills necessary to become an effective Montessori teacher in the area of physical education at the lower elementary level.

1. Physical Education Mini-Album

- Table of Contents

- Rationale

Your rationale should reflect your understanding of the role of physical education in the life of the 6-9 child and even more specifically the place of physical education within your classroom environment.

- Lesson Creation

Each Adult Learner will complete three Physical Education/Movement lesson plans of 30 minutes each. The lesson write-ups will include the objective(s) of the activity, a warm-up, the activity itself, and a closing activity. Write-up sheets with the lesson format will be provided. Lessons are due the third day of class. Adult Learners will present lessons to the entire class. Lessons are to be included in the Adult Learner's physical education album. Please note any specific references to preparation and materials. Create a source list to include in the album. Each lesson, as appropriate, should be accompanied by music and lyrics of songs, steps of dances, titles of tapes, CD's etc.

- Practice 10 games from the album or outside the albums with the children in class. Include a picture of each activity practiced and a 2-5 sentence observation of the game.

The album is due the first day of the Second Summer Session. (MACTE 1a; 1c; 1d; 2e; 2f; 2h; 2i)

2. Class attendance and participation in lectures and discussions. (MACTE 1a; 1c; 1d; 2e; 2f; 2h; 2i)

3. The practicum experience: self-evaluation with Supervising Teacher or Administrator

if self-directed and Consultant contacts and reports. (MACTE 1a; 1c; 1d; 2e; 2f; 2h; 2i)

4. Written examination the second week of the Second Summer Session. (MACTE 1a; 1c; 1d; 2e; 2f; 2h; 2i)

Syllabus

I. A Philosophy and Rationale of Physical Education

2)   A. Instructor presentation of rationale of Physical Education
       3) Requirements for adult learner's rationale in Physical Education Album
       4) Requirements of Physical Education course
       5) Introduction to Physical Education and Movement
           1. General Characteristics of this Age Group
II.   Class Organization and Control
        A. Class Ground Rules
        B. Opening and Closing Activities
III.   Movement exploration
IV.   Rhythm and Dance
        A. Line Dancing
        B. Rope Jumping
V.   Equipment
        A. Low Budget
        B. Homemade
VI.   Manipulative Skills
        A. Throwing
        B. Catching
        C. Kicking and Batting
           1. Moving and Stationary Objects
VII.   Games
        A. Cooperative
        B. Rainy Day
        C. Parachute Activities
        D. Group/Team Activities
VIII. Sports Skills and Activities
        A. Lead-up Games
IX.   Physical Fitness

        A. Cardiovascular fitness

        B. Muscular strengthening

        B. Flexibility development

Institute for Advanced Montessori Studies

Elementary Teacher Education Program

Guideline Element: Physical Sciences

Course: Natural and **Physical Sciences – Elementary I 2020**

Instructors: Melissa Kelly

Clock Hours: 6 to 9 Physical Science – 14 hours

Meeting Schedule: Refer to the course schedule

6.3.5.7 Physical Science

Hours: 14 hours (Elementary I)

This course is also an integral part of the Cosmic Curriculum. Building on the astronomy and cosmology presented in social studies, chemistry is introduced through work with elements, the Periodic Table, and states of matter. Energy studies include different forms, transformations, friction, electricity and the electromagnetic spectrum. The Elementary I Adult Learner learns age-appropriate presentations and experiments for exploration of electricity, magnetism and simple machines.

Methods of Presentation:

Lecture and discussion

Demonstration and participatory activity

Required Reading:

Montessori, M. *To educate the human potential*

Montessori, M. *From child hood to adolescence* (chapters 6 - 10)

Kramer, R. *Maria Montessori: a biography*

Course Objectives & Assessment:

As a result of this course, along with the year-long practicum experience, the Adult Learner will develop, refine, and implement the skills necessary to become an effective Montessori teacher in the area of physical science at the lower elementary level.

1. Each Adult Learner will receive a prepared physical science album of presentations, background information, and resources from the Institute. The Adult Learner will add his/her lecture notes, illustrations and photographs, relevant articles, a table of contents, tabs, and a comprehensive rationale of physical science in the elementary Montessori classroom.
    This album is due Monday of the sixth week of the First Summer Session.

    The rationale is due November seminar. (MACTE 1a; 1c; 2b; 2c; 2f; 2i)

2. Class attendance and participation in lectures and discussions. (MACTE 1a; 1c; 2a; 2b; 2c; 2f; 2i; 3c)

3. The practicum experience: self-evaluation with Supervising Teacher or

    Administration if self-directed and Consultant contacts and reports. (MACTE 1a; 1c; 2a; 2b; 2c; 2f; 2i; 3c)

4. Year-long project creation, implementation and presentation to peers and evaluators. (MACTE 1c; 2a; 2b; 2f; 2i; 3c)

5. Written examination the second week of the second summer. (MACTE 1a; 1c; 2a; 2b; 2c; 2f; 2i; 3c)

Syllabus: Physical Science

I. A Philosophy and Rationale of Physical Science

   a.   Instructor presentation of rationale of Physical Science
   b.   Requirements for adult learner's rationale in Physical Science Album
   C. Requirements of Physical Science course

II. Practicing Scientific Experiments in the Lower Elementary Environment

   A.   Safety Rules
   B.   Recordation
III. Measurement - a tool of science

   A. History of measurement

   B. Linear

   C. Volume

   D. Weight

IV.   Matter

   A. Chemistry (most of the fundamental concepts of chemistry are presented in the story of the Creation of the Universe - see History and Geography syllabus.)

      1. Atoms - Inference models

      2. Atoms combine to form molecules

      3. Common compounds - formulas

      4. Minerals

      5. Mixtures

      6. Solubility

      7. Solutions

      8. The surface tension of water

      8. Physical change - 3 states of matter on the earth's surface

V.   Energy

   A. The different forms of energy

   B. Energy transformations

   C. Friction - overcoming friction/using friction

   D. Electricity

1. Electromagnets

2. Circuits

3. Conductors

4. Insulators

 E. Electromagnetic spectrum

VI. Simple "machines" and work

 A. Lever

 B. Wheel and Axle

 C. Inclined Plane

 D. Wedge

 E. Screw

Institute for Advanced Montessori Studies

Elementary Teacher Education Program

Guideline Element: Practical Life

 Course: **Practical Life – Elementary I** 2020

 Instructor: Iana Phillips

 Clock Hours: Elementary I – 8 hours

6.3.5.11 Practical Life

 Hours: 8 hours (Elementary I)

Practical Life does not end when the child leaves the early childhood program. This course presents practical life activities appropriate for the elementary-age child including cultivation of a sense of growing independence and self-esteem in each child; understanding the basic requirements for neatness, order and cleanliness in the environment and the child's responsibility for the same; acquisition of skills to help child manage paperwork and class projects; preparation of child for adventures in neighborhood and/or community; age-appropriate hand crafts and projects; personal care and health responsibilities; plant and animal care; and money.

Methods of Presentation:

 A. Lecture and discussion

 B. Personal and small group projects

 C. Demonstrations and participatory activity

Required Readings:

Montessori, M. *From childhood to adolescence* (pages. 17-30)

Chattin-McNichols, J. *The Montessori controversy* (Chapter. 6)

Course Objectives & Assessment:

As a result of this course, along with the year-long practicum experience, the Adult Learner will develop, refine, and implement the skills necessary to become an effective Montessori teacher in the area of practical life at the lower elementary level.

1. Each Adult Learner will receive a prepared Practical Life album of presentations, background information, and resources from the Institute. The Adult Learner will add his/her lecture notes, illustrations and photographs, relevant articles, a table of contents, tabs, a comprehensive rationale of practical life in the elementary Montessori classroom and class-generated lesson write-ups. *This album is due Monday of the seventh week of the First Summer Session.*
   Rationale is due April seminar. (MACTE 1a; 1c; 1d; 2c; 2e; 2f; 2g; 2h; 2i; 2j)

2. The Adult Learner will prepare an original lesson and write-up; details presented by

   Instructor. *Due during course presentation.* (MACTE 1a; 1c; 2f; 2i; 2j)

3. Class attendance and participation in lectures and discussions. (MACTE 1a; 1c; 1d; 2c; 2e; 2f; 2g; 2h; 2i; 2j)

4. The practicum experience: self-evaluation with Supervising Teacher or

    Administrator if self-directed and Consultant contacts and reports. (MACTE 1a; 1c; 1d; 2c; 2e; 2f; 2g; 2h; 2i; 2j)

5. Written examination the second week of the second summer. (MACTE 1a; 1c; 1d; 2c; 2e; 2f; 2g; 2h; 2i; 2j)

Syllabus:

I. A Philosophy and Rationale of Practical Life

3)   A. Instructor presentation of rationale of Practical Life
         6)   Requirements for adult learner's rationale in Practical Life Album
         7)   Requirements of Practical Life course
              1.   album requirements
              2.   student presentation requirements
II. Practical Life for the Lower Elementary Classroom

        A. Care of self and independence
              1.   hygiene
              2.   care of belongings
              3.   dressing
              4.   lunch
        B. Letter Writing (student requirement)
              1.   invitation writing and inviting
                        a.   food preparation with the Institute students
                        b.   party with the whole Institute community

        C. Laundry
              1.   ironing
              2.   sewing
              3.   repairing
        D. Teachers' boundaries

  E. Parent expectations
  F. Manners
    1. buying things in a store
    2. ordering from a menu
    3. manners in a restaurant
    4. manners in a theater
  G. Contact with the elderly – aid to poor/aged and sick
  H. Community Service
  I. Respect for peers
    1. "I" messages
    2. affirmation
    3. role playing
  J. Ceremonies/Parties
    1. authors party
    2. tea party
    3. Thanksgiving feast
    4. Peace Day
    5. Earth Day
    6. Festival of Lights
    7. birthdays
  K. Cooking
  L. Jobs
  M. Going Out
  N. Field Trips
  O. Photography
  P. Student Presentations

Elementary II Syllabi

Institute for Advanced Montessori Studies
Elementary Teacher Education Program

Guideline Element: Visual Arts and Crafts
  Course: **Art – Elementary II** 2020
  Instructors: Sakeenah Franzen
  Clock Hours: 7 Hours – Elementary II
  Meeting Schedule: Refer to the course schedule

6.3.5.14 Visual Arts and Crafts
  Hours: 7 hours (Elementary II)
This course assists the Adult Learner to develop, refine, and implement the skills necessary to become
an effective Montessori teacher in the area of art at the upper elementary level. The course assists the Adult Learner
in helping the child develop an initial positive feeling and appreciation toward many forms of art. Basic skills lead
to exploration of two-dimensional and three-dimensional creations. An appreciation for aesthetics in art design
work and materials design is cultivated.

Methods of Presentation
 1. This curriculum area will be presented through discussions, small group interchange and exploration.
 2. In addition, the Adult Learners will have direct hands-on experience with the art materials.

Course Objectives & Assessment

As a result of this course, along with the previous year-long practicum experience, the Adult Learner will develop, refine, and implement the skills necessary to become an effective Montessori teacher in the area of art at the upper elementary level.

1. Art Mini-Album
   • Table of Contents
   • Notes from Class Activities
     Prepare descriptions for activities you worked with during the course. Please note any specific references to preparation, materials, and tool manipulation.
   • Create a Source List of resources for art materials and add to the mini-album.
     Album is due during the course. (MACTE 1a; 2b; 2c; 2f; 2h)
2. Class attendance, participation in discussions and hands-on time. (MACTE 1a; 2a; 2b; 2c; 2f; 2h; 3c)
3. Written examination the second week of the second summer. (MACTE 1a; 2a; 2b; 2c; 2f; 2h)

Syllabus

I. A Philosophy and Rationale of Art
   J. Instructor presentation of rationale of Art
   K. Requirements for Student's rationale in Art Portfolio (Album)
   C. Requirements of Art course
II. General procedure for initiating an art project or craft in the environment
III. Introducing various design concepts and elements
IV. Art projects, skills and crafts outlined for possible introduction in sequences or as the children show interest.
   A. Exploration of Line
      1. straight line
      2. curved line
      3. adding color
   B. Shape
      1. still life
      2. landscapes
   C. Curriculum Related Art
      1. recreating artifacts
      2. making samples
      3. learning skills
   D. Bookmaking
      1. choosing materials
      2. reviewing techniques

Institute for Advanced Montessori Studies

Elementary Teacher Education Program

Guideline Element: Biological Science

Course: **Biology – Elementary II** 2020

Instructor: Melissa Kelly

Clock Hours: 9-12 Biology – 20 hours

Meeting Schedule: Refer to the course schedule

6.3.5.6 Biological Sciences

> **Hours:** 20 hours (Elementary II)

This course is an integral part of the Cosmic Curriculum. The <u>Elementary II</u> course builds on the foundation from the Elementary I content and incorporates studies of the structure of life and cellular biology. Additional work is introduced with the microscope, and this allows more detailed study of the lower kingdoms (Archaea/Bacteria, Protista, and Fungi).   The role of viruses is explored, and botany and zoology are expanded to look at the systems that exist within individual phyla and classes. Classification is expanded to incorporate research through the use of Chinese boxes and the children's skills are validated with work on the Tree of Life. Throughout these studies, the role of various organisms and their impact on the biosphere is explored. Also covered are Human Anatomy (The Great River) and studies on ecology.

Methods of Presentation:

> Lecture and discussion
>
> Demonstration and participatory activity
>
> Work with the microscope
>
> Field Trip

Required Reading:

Montessori, M. *To educate the human potential*

Montessori, M. *From childhood to adolescence* (chapters 6-10)

Kramer, R. *Maria Montessori: a biography*

Lillard, P. P. *Montessori today* (chapters 3-8)

Duffy, M. D. *Children of the Universe*

Recommended Reading:

Spears, P. *Kingdoms of Life Connected*

Course Objectives & Assessment:

As a result of this course, along with the previous year-long practicum experience, the adult learner will develop, refine, and implement the skills necessary to become an effective Montessori teacher in the area of biology at the upper elementary level.

1. Each adult learner will receive from the Institute a biology album that contains presentations, background information, and resources. The adult learner will add his/her lecture notes, illustration and photographs, relevant articles, a table of contents, tabs, and a comprehensive rationale. The rationale should address the place of biology in the cosmic curriculum, the methods used for presenting biology to the 9-12 student, and examples of how it is implemented in the classroom.

The album will be checked during the course. Rationale is due the Wednesday following completion of the course. (MACTE 1a; 1c; 2b; 2c; 2f; 2i)

2. Class attendance and participation in lectures and discussions. (MACTE 1a; 1c; 2a; 2b; 2c; 2f; 2i; 3c)

3. Written examination the final week of the Elementary II. (MACTE 1a; 1c; 2a; 2b; 2c; 2f; 2i)

Syllabus:
I. A Philosophy and Rationale of Biology

    A. Instructor presentation of rationale of Biology

    D. Requirements for Student's rationale in Biology Album
    C. Requirements of Biology course

II. Biology
    C. Introduction
        1. Philosophy of biology for the 9-12 student
           a. Nature of the 9-12 child
           b. Goals of the program
           c. Curricular flow
    D. What is a living organism?
        1. Life processes
        2. Organization of the living world
    E. Microscope studies
        1. History of the microscope
        2. Care and handling of the microscope/licensing
        3. Slide preparation and related activities
    F. Cell studies
        1. Cell structures and functions / related activities
        2. Processes of cells
        3. Plant vs. animal cells
        4. Specialization of cells
    G. Evolution of life forms review
    H. Viruses
        1. Are they living?
        2. Characteristics of viruses
        3. Reproduction of viruses
        4. Viral diseases and how we control them
    I. Classification
        1. Review of the five kingdoms / six kingdoms
           a. Discussion of characteristics
           b. Discussion of systems
           c. Discussion of the Domain System
        Archaea Kingdom
           a. Characteristics and examples
        Bacteria Kingdom
           a. Characteristics and examples
           b. Processes and vital functions
           c. Uses by humans and other life forms
           d. Three main types
           e. Control of disease-causing bacteria
        Protist Kingdom
           a. Characteristics and examples
           b. Three main types
        Fungus Kingdom
           a. Characteristics and examples

     b.   Vital Functions
     c.   Role in the ecosystem
     d.   Review of the first three kingdoms
Plant Kingdom (Botany)
     a.   Non-Vascular Plants
         1)   characteristics and examples
         2)   vital functions
         3)   reproductive cycle
     b.   Vascular Plants
         1)   characteristics
              a)   xylem, phloem, vascular bundles
              b)   photosynthesis and related activity
         2)   seedless plants
              a)   ferns –
              b)   characteristics and life cycle
         3)   seed plants
              a)   gymnosperms - characteristics and life cycle
              b)   angiosperms
                   monocots vs. dicots
                   reproduction of flowering plants
                   importance of the evolution of flowering plants
     c.   Vital functions of plants
         1)   experiments
         2)   impressionistic charts
     d. Chinese Boxes – Plant Kingdom
     e. Tree of Life – Plant Kingdom
Animal Kingdom
     a.   Non-chordate phyla
         2.   Porifera (sponges)
              a)   Characteristics and examples
              b)   Vital functions
         3.   Cnidaria (jellyfish, hydra, coral)
              a)   Characteristics and examples
              b)   Vital functions
         4.   Platyhelminthes (flatworms)
              a)   Characteristics
              b)   Examples
         5.   Nematoda (roundworms)
              a)   Characteristics
              c)   Examples
         6.   Annelida (earthworms, leaches)
              a)   Characteristics and examples
              b)   Vital functions
         7.   Mollusca (oysters, clams, snails, octipi)
              a)   Characteristics and examples
              b)   Vital functions
         8.   Arthropoda (merestomata, arachnids, crustaceans, insects)
              a)   Characteristics and examples
              b)   Vital functions
         9.   Echinodermata (starfish, sea cucumbers)
              a)   Characteristics and examples
              b)   Vital functions
     b.   Chordate phyla
         1)   Tunicates, jawless fish, early chordates
              a)   Characteristics and examples
              b)   Vital functions of early chordates

2) Fish (cartilaginous and bony)
        a) Characteristics and examples
        b) Vital functions
    3) Amphibians (frogs, newts and cecalians)
        a) Characteristics and examples
        c) Vital functions
    4) Reptiles (snakes, lizards, alligators)
        d. Characteristics and examples
        e. Vital functions
    5) Aves (birds)
        a) Characteristics and examples
        b) Vital functions
    6) Mammalia (mammals)
        a) Characteristics and examples
        b) Vital functions
7. Vital functions comparisons
8. Chinese boxes – Animal kingdom
        a) Presentation
        b) Research tool
9. Tree of Life – Animal kingdom
10. The Great River
J. Ecology (See earth sciences)
    a. Carbon cycle
    b. Oxygen cycle
    c. Nitrogen cycle

Institute for Advanced Montessori Studies
Elementary Teacher Education Program

Guideline Element: Management in an Elementary Classroom
Course: **Classroom Leadership/Management in an Upper Elementary Classroom**
Instructors: Margarita Diaz 2020
Clock Hours: 5 hours (9-12)
            3 hours - Management in an Elementary Classroom
            2 hours - Environmental Design in an Elementary Classroom
Meeting Schedule: Refer to course schedule

6.3.5.9 Classroom Leadership
This course expands, as developmentally appropriate, on the concepts introduced at the Elementary I level. The Adult Learner to basic principles of effective classroom management, environmental design, and parent involvement and education. Specific topics include starting a new class including the first day, week and month; planning a three-year cycle: preparation of the physical environment; ground rules; spiritual/psychological conditions of the environment; schedule preparation and record keeping; curriculum integration; field trips; and the role of the teacher as initiator, observer, group leader, and keeper of records. Also discussed are how to place students new to Montessori in the curriculum; developing a working relationship with the parents (conferencing and progress reports); being aware of cultural differences and diversity in all forms.

Manner of Presentation:

Lecture and discussion
Sharing of experiences

Required Reading:

Montessori, M. *The Montessori elementary material* Appendix 1, pp. 410 to 422
Montessori, M. *Spontaneous activity in education* Chapter III
Lillard, P. P. *Montessori today* Chapters 3, 5-8.

Course Objectives & Assessment:
As a result of this course, along with the year-long practicum experience, the adult learner will develop, refine, and implement the skills necessary to become an effective Montessori teacher in the area of classroom management at the upper elementary level.

1. Each adult learner will keep a record of the discussions and presentations associated with each aspect of Classroom Leadership/Management. These records of fact and opinion will be collected in the Classroom Leadership/Management album. (MACTE 1a; 1d; 2e; 2f; 2g; 2h; 2i; 2j; 3d; 3e)

2. Class attendance and participation in lectures and discussions. (MACTE 1a; 1d; 2e; 2f; 2g; 2h; 2i; 2j; 3d; 3e)

3. Written examination the final week of the Elementary II summer. (MACTE 1a; 1d; 2e; 2f; 2h; 2i; 2j)

Management in an Upper Elementary Classroom – Syllabus

I. Introduction
 A. Teachers function as mentors and environmentalists with this age of student
 B. Environment is key piece to management
  1. Have stimulating visual displays that hook kids into work
  2. Students are less organized but still need to have an orderly environment
  3. In general, students treat material better when it is handmade
  4. Avoid using shelves for storage. Shelves should just be for materials
  5. Have the shelves look different each year and from the beginning to the end of the year make changes – students love this!
II. Characteristics of the Nine-to-Twelve-Year-Old
 A. Highly social, motivated, gossipy, dramatic, trying a lot of social strategies. Need to feel competent in some area.
 B. Spend a lot of time talking, role-playing, discussing respect. Find something that everyone is good at and make it known to all.
III. Establish Clear Expectations
 A. Have students know goals for classroom behavior
  1. In the classroom
  2. On the playground – take a playground walk the first day to set the physical layout
  3. On fieldtrips – discuss fieldtrip successes/problems when returning – or on the trip
 B. Have students know policies on academic expectations/revisions
  1. Have students see how work is graded/grades determined
  2. Have students average grades
 C. General etiquette
 D. Classroom schedules
 E. Work plans
IV. Tracking Students
 A. Grades, evaluations, reports
 B. Record keeping systems
 C. Observation as a means of tracking
 D. Correcting work
 E. Conferences

      F.   Testing

      G. Interpreting data

V. Providing Opportunities for Leadership

      A. Large class meetings

      B. Community meetings

      C. Student council

      D. Planning class activities

      E. Long term projects

      F. Classroom jobs and responsibilities

      G. Current events

      H. Making materials

      I. Functioning in the larger community

      J. Problem solving

VI. Establishing Routines and Ceremonies

      A. Birthdays

      B. Holidays

      C. Beginning and end of the year

      D. Lunch

      E. Transitions

      F. End of day

      G. Outings

VII. Developing Time Management Skills

      A. Using work plans

      B. Establishing deadlines

      C. Building in milestones

      D. Using natural consequences

      E. Providing guidance

VIII.   The Role of the Teacher

      A. Mentor

      B. Role model

      C. Use of mandatory kindness

      D. Use of humor

      E. Being final authority when necessary

      F. Setting tone

      G. Inserting variety

      H. Working with various learning styles

      I. Knowing when to have fun

IX. Including Games

      A. To build community

      B. To highlight learning

      C. To build flexible thinking

      D. To relax

X. Foster Philosophical Thinking

      A. Learning to ask why

      B. If so…what follows?

      C. How do you know that…?

      D. Is it possible that…?

      E. Are there other ways of…?

      F. How else could someone see this…?

XI. Parent Relationships

      A. Conferences

      B. Parent Education

      C. Parent involvement

XII. Other Management Concerns

      A. Schedules

      B. Supplies

C. Equipment maintenance
D. Budgeting
E. Using community resources

Institute for Advanced Montessori Studies
Elementary Teacher Education Program

Guideline Element: Geography Curriculum
   Course: **Earth Sciences** – **Elementary II** 2020
   Instructors: Natasha Siva – Earth Science
   Clock Hours: 20 Hours – Earth Science
   Meeting Schedule: Refer to course schedule

Earth Sciences (Elementary II)
The Elementary II Student explores our time and place in the universe; Earth's cycles including heat, water and oxygen/carbon dioxide; Earth's interior; tectonic plates; the biosphere including the lithosphere, atmosphere and hydrosphere; physical and political mapping; and Earth's natural energy.

Required Reading:

Montessori, M. *To educate the human potential*
Montessori, M. *From childhood to adolescence* (Chapter 5)
Kramer, R. *Maria Montessori: a biography*
Suggested Readings:

Montessori, M. M. "*The human tendencies and Montessori education*"
Fenton & Fenton, *The fossil book*
J. Bronowski, *The ascent of man*
Preston Cloud, *Cosmos, earth, and man*

Course Objectives & Assessment:
As a result of this course, along with the previous year-long practicum experience, the adult learner will develop, refine, and implement the skills necessary to become an effective Montessori teacher in the area of earth science at the upper elementary level.

1. Each adult learner will receive a prepared Earth Sciences album of presentations, background information, and resources from the Institute. The adult learner will add his/her lecture notes, illustrations and photographs, relevant articles, a table of contents, tabs, and a comprehensive rationale of Earth Science in the elementary Montessori classroom. (This rationale may be combined with the Elementary II Physical Science rationale.)
   The album and rationale are due the Monday following completion of the course. (MACTE 1a; 1c; 2a; 2b; 2c; 2f; 2i)
2. Write-up of an experiment – the scientific method
   Due during course. (MACTE 2a; 2f; 2i; 3c)
3. Write-up of lesson to be presented during class. *Due at time of presentation*. (MACTE 2a; 2f; 2i; 3c)
4. Class attendance and participation in lectures and discussions. (MACTE 1a; 1c; 2a; 2b; 2c; 2f; 2i; 3c)
5. Written examination the final week of Elementary II. (MACTE 1a; 1c; 2b; 2c; 2f; 2i)

Syllabus:
   I.   A Philosophy and Rationale of Earth Science
         a. Instructor presentation of rationale of Earth Science
         b. Requirements for Student's rationale in Earth Science Album

  c. Requirements of Earth Science course
 II. Earth Sciences
  a. Overview of the Lithosphere, Hydrosphere, and Atmosphere
  b. Internal Layers of the Earth
   i. Follow-up extensions to Internal Layers
   ii. Earth's Magnetic Field
  c. Plate Tectonics and Continental Drift
  d. Earthquakes and Volcanoes
  e. Three types of Rock on Earth
   i. Rock cycle
   ii. Rocks and Minerals
  f. The Atmosphere and The Hydrosphere
   i. The Layers of the Atmosphere
   ii. The Earth's Orbit and Seasons
   iii. Climates
   iv. Longitude and Latitude
   v. Ocean Currents, Winds, Fronts, Clouds, and Storms
   vi. The Moon and the Tides
  g. Soil
   i. Weathering, Erosion, Deposition, Lithification
   ii. The Nitrogen Cycle, Oxygen Cycle, Carbon Cycle
   iii. Study of Soil Pollution, Landfills, Recycling, etc.
  h. Review of Claremont's "14 Points" and Alternatives
  i. Overview of Functional Geography Experiments, Charts, and Diagrams
  j. Use of Film Strips, Videos, etc.
  k. Material-making Ideas
  l. Field Trips, Books, Other Resources

Institute for Advanced Montessori Studies
Elementary Teacher Education Program

Guideline Element: History
  Course: **History – Elementary II** 2020
  Instructor: Catharina Jacknow
  Clock Hours: 9-12 History – 20 hours
  Meeting Schedule: Refer to the course schedule

6.3.5.5 History
At the Elementary II level, beginning with a review of the first timeline of humans, this course explores the evolution of humankind including cultural, philosophical, technological and artistic development. Ethnological geography is introduced in time line studies. Time lines include the Second Timeline of Humans (Old World, Humans - New World), Ancient Civilizations, the Middle Ages, the Age of Exploration, and Colonial American History. Various history-based experiences are incorporated.

Methods of Presentation:
  Lecture and discussion
  Demonstration and participatory activity
  Field Trip

Required Reading:
Montessori, M. *To educate the human potential*
Montessori, M. *From childhood to adolescence* (chapter 5)

Kramer, R. *Maria Montessori: a biography*
Lillard, P. P. *Montessori today* (chapters 3-8)
Duffy, M. & D. *Children of the Universe*

Suggested Readings:
Diagram Group, *Field guide to early man*
Sattler, H. R. *The earliest americans*
Hakim, J. *A history of US* (Books 1 – 10)

Course Objectives & Assessment:
As a result of this course, along with the previous year-long practicum experience, the adult learner will develop, refine, and implement the skills necessary to become an effective Montessori teacher in the area of history at the upper elementary level.

1. Each adult learner will receive from the Institute a history album that contains presentations, background information, and resources. The adult learner will add his/her lecture notes, illustrations and photographs, relevant articles, a table of contents, tabs, and a comprehensive rationale. The rationale should address the place of history in the cosmic curriculum, the methods used for presenting history to the 9-12 student, and examples of how it is implemented in the classroom.
    This album will be checked during class and the rationale is due the Wednesday following the completion of the course. (MACTE 1a; 1c; 2a; 2b; 2c; 2f; 2i)

-   Each adult learner must attend all class sessions and participate in lectures, discussions and activities. (MACTE 1a; 1c; 2a; 2b; 2c; 2f; 2i; 3c)

-   Each adult learner will take written examinations the final week of the Elementary II session. (MACTE 1a; 1c; 2b; 2c; 2f; 2i)

Syllabus:
I. A Philosophy and Rationale of History
        A. Instructor presentation of rationale of History
        B. Requirements for Student's rationale in History Album
        C. Requirements of History course

II. History
        1. Review of the First Timeline of Humans (Early Humans)
        2. Review of the Fundamental Needs of People
        3. Technological Ages of People – Old World
            1. Stone Ages
                3. Upper Paleolithic
                    1) Tools and weapons
                    2) Climate
                    3) Meeting basic needs
                4. Mesolithic
                    1) Tools and weapons
                    2) Climate
                    3) Meeting basic needs
                5. Neolithic
                    4) Tools and weapons
                    5) Shelter
                    6) Food
                    7) Clothing
                    8) Spiritual
                    6) Climate
              2. Copper and Bronze Age (Iceman)
                    8) Tools and weapons

        9) Shelter
        10) Food
        11) Clothing
        12) Spiritual
        6) Climate
    3. Iron Age
        1) Tools and weapons
        2) Shelter
        3) Food
        4) Clothing
        5) Spiritual
        6) Climate
4. Technological Ages of People – New World
    1. Alternative presentation schedules
    2. Entering the New World
    3. Paleo-Indian Culture
      c. Meeting fundamental needs in Beringia
      d. Migration patterns
    4. Archaic Culture
      a. Northwestern groups and meeting fundamental needs
      b. Changes in climate
      c. Correlation to the Old World
    5. Formative Cultures
      a. Mississippian culture
      b. Northeastern culture
      c. Southwestern culture
    6. Inuit/Eskimo cultures
      a. Arrival in the New World
      b. Fundamental needs
      c. Relationship to other cultures
    7. Viking exploration and settlement
    8. The arrival of Columbus
    9. Comparative forms of housing
5. Understanding BC/AD, BCE/CE Timelines
6. Ancient Civilizations
    A. Methods of study
      a. Review of archaeology
      b. Understanding generations/personal timelines
      c. Using a sample civilization
        1) China
          a. basic information
          b. student presentations
    B. Research
      a. Individual work
      b. Group work
      c. Sharing activities
    C. Simulations
    D. Timelines
    E. The importance of field trips to museums and historical sites
7. Overview of the Middle Ages of Europe
    1. The influence of religion
    2. The Feudal system
    3. The Crusades
    4. Contributions
8. Age of Exploration
    1. The development of navigational technology

    2. Motivations for exploration
    3. Researching explorers
    4. Comparing countries
    5. The seeds of change
9. Colonization – Regions of North America's east coast
    1. Meeting fundamental needs
    2. Simulations and other projects
    3. Picking important details on presentation
10. American History
    1. Using textbooks
    2. Researching
    3. Replicating events
    4. Where does your state history fit?
    5. Famous historical people as visitors
    6. Using the presidents as a frame of reference
11. Study of Government
    1. Picking candidates
    2. Having elections
12. Summarizing techniques to use for history

Institute for Advanced Montessori Studies
Elementary Teacher Education Program

Guideline Element: Language Curriculum
    Course: **Language Arts – Elementary II** - 2020
    Instructor: Katie Mosquera
    Clock Hours: 9 - 12 Language Arts – 37.5 hours
    Meeting Schedule: Refer to the course schedule

6.3.5.3 Language Curriculum
    Hours: 37.5 hours (Elementary II) second summer session

Language is that which differentiates human beings from other animals; it pertains to the thoughts of humankind since its beginning. It involves discussion, listening and judgment. The Elementary II Adult Learner builds on the foundation laid in the Elementary I course; the areas of literature, grammar and composition are explored in increased detail. The History of Written Language and writer's workshop are integrated throughout both levels of study.

Methods of Presentation:
    A. Lecture and discussion
    B. Demonstrations and participatory activity
    C. Personal and small group research projects shared

Course Objectives & Assessment:
As a result of this course, along with the previous year-long practicum experience, the adult learner will develop, refine, and implement the skills necessary to become an effective Montessori teacher in the area of language at the upper elementary level.

1. Each adult learner will receive a prepared Language Arts album of presentations, background information, and resources from the Institute. The adult learner will add his/her lecture notes, illustrations and photographs, relevant articles, a table of contents as provided with album, tabs, and a comprehensive rationale of language arts in the elementary Montessori classroom. *The album will be checked during class and the rationale is due at completion of the last day of the course.* (MACTE 1a; 1c; 2b; 2c; 2f; 2i)

2. Class attendance and participation in lectures and discussions. (MACTE 1a; 1c; 2a; 2b; 2c; 2f; 2i; 3c)

3. Written examination the final week of the Elementary II summer. (MACTE 1a; 1c; 2b; 2c; 2f; 2i)

Syllabus

Overview - The 9 - 12 curriculum builds upon the foundations developed in the 6 - 9 Language program. The areas of Literature, Grammar, and Composition are explored in increased detail.

I. A Philosophy and Rationale of Language Arts
       L.   Instructor presentation of rationale of Language Arts
       M. Requirements for Student's rationale in Language Arts Album
       N. Requirements of Language Arts course
II. 2nd Level Parts of Speech
   A. Articles
   B. Nouns
   C. Adjectives
   D. Verbs
      1. Person & Number
      2. Tense
      3. Mood
      4. Conjugation
      5. Compound Tense
      6. Voice
   E. Prepositions
   F. Adverbs
   G. Pronouns
   H. Conjunctions
      1. Coordinating
      2. Correlation
      3. Subordinating
   I. Interjections
   K. Verbals
   K. Transitive and Intransitive Verbs
III. Sentence Analysis
   A. Predicate or verb
   B. Subject and predicate
   C. Subject, predicate and direct object
   D. Subject, predicate, direct object and indirect object
   E. Attributives, Appositives, Direct Address
   F. Complements
   G. Adverbial modifiers
   H. Prepositional phrases as adverbial modifiers
   I. Other functions of prepositional phrases
   J. Main clauses and subordinate clauses
   K. Function of subordinate clauses
      1. Noun clauses
      2. Adjective clauses
      3. Adverbial clauses
IV. Types of Sentences
   A. Simple sentences
   B. Compound sentences
   C. Complex sentences
   D. Compound-complex sentences
V. Study of Writing Style

A. The child analyzes his own composition with grammar symbols
B. Study of passages from the writings of selected authors - grammar symbol analysis

VI. Composition
   A. The Writing Process
   B. Basic paragraph
   C. Extended paragraph
   D. Expository Writing
   E. Descriptive Writing
   F. Persuasive Writing
   G. Research Writing
   H. Poetry
   I. Essay
   J. Newspaper Writing
      1. Newspaper Articles
      2. Editorials
      3. Reviews

VII. Literature
   A. Independent Reading
      1. Reading levels
      2. Leveled library
      3. SSR & extensions
   B. Guided reading
      1. Parts of guided reading
      2. Integrating reading & culture (i.e. – myths, legends, historical fiction)
   C. Book clubs
      1. Grouping
      2. Jobs
   D. Reading Buddies
      1. Reading to younger students
      2. Writing picture book
   E. Read Alouds

Institute for Advanced Montessori Studies
Elementary Teacher Education Program

Guideline Element: Mathematics and Geometry
      Course: **Mathematics and Geometry – Elementary II 2020**
      Instructor: Elementary II Advanced Math – Sakeenah Franzen
                Elementary II – Geometry – Katie Mosquera
      Clock Hours: 37.5 Hours (Elementary II Math)
                  30 Hours (Elementary II Geometry)
      Meeting Schedule: Refer to the course schedule

6.5.3.1 Mathematics Curriculum
This course presents arithmetic in three parallel sequences – counting work, operations, and table memorization. The Elementary II adult learner builds on the base covered at the Elementary I level, expanding to exponential notation involving squaring/square root and cubing/cube root; base systems; measurement equivalencies; probability and statistics (data collection and methods of data display) and algebra. The History of Mathematics is webbed throughout both levels of this course.

6.3.5.2 Geometry Curriculum
The study of geometry is usually the first "place" a child experiences the reality of his abstract reasoning power. Instead of depending on his senses, which can deceive him, the child learns to depend upon his reasoning skills.

Building on the work done at the Elementary I level, the Elementary II adult learner explores nomenclature of additional geometric shapes; advanced work with angles; perimeters and areas; advanced congruency, similarity and equivalence; the Pythagorean Theorem; geometry of the pentagram; and geometry with solids including volume.

Methods of Presentation:

A. Lecture
B. Demonstration
C. Discussion
D. Slides and video tapes
E. Assistance during practice time

Required Reading:

Montessori, M. *The Montessori elementary material* parts III and IV
Montessori, M. *Spontaneous activity in education* (pp.213-214)

Course Objectives & Assessment:
As a result of this course, along with the previous year-long practicum experience, the adult learner will develop, refine, and implement the skills necessary to become an effective Montessori teacher in the area of mathematics at the upper elementary level.

1. Each adult learner will receive a prepared Mathematics album and Geometry album of presentations, background information, and resources from the Institute. The adult learner will add his/her lecture notes, illustrations and photographs, relevant articles, a table of contents, tabs, and a comprehensive rationale of mathematics and geometry in the elementary Montessori classroom. *The albums and rationales are due on the Monday following completion of each course.* (MACTE 1a; 1c; 2b; 2c; 2f; 2i)
2. Create a contribution to the History of Math Time Line. This will be based on specific requirements discussed in class. (MACTE 1a; 2a; 2b; 2f; 2i; 3c)
3. Class attendance and participation in lectures and discussions. (MACTE 1a; 1c; 2a; 2b; 2c; 2f; 2i; 3c)
4. Written examination the final week of Elementary II. (MACTE 1a; 1c; 2b; 2c; 2f; 2i)

Syllabus-Mathematics:
I. A Philosophy and Rationale of Mathematics
    A. Instructor presentation of rationale of Mathematics
    B. Requirements for Student's rationale in Mathematics Album
    C. Requirements of Mathematics course
II. Great Story
    A. The Story of Numbers
    B. Notes on the Story of Numbers
III. Foundations
    A. Wooden Hierarchical Material
    B. Large Bead Frame: Introduction and Exercises 1-4
    C. Commutative and Distributive Laws of Multiplication
    D. Multiples of Numbers
    E. Lowest Common Multiples
    F. Factors
    G. Last Steps of Lowest Common Multiples to Abstraction
    H. Divisibility
    I. Measurement
IV. Operations
    A. Long Multiplication
    i. Large Bead Frame
    ii. Bank Game
    iii. Checkerboard Exercises 1 & 2
    iv. Flat Bead Frame
    v. Geometrical Form of Multiplication

       ii.   Cubing a Trinomial
      iii.   Cubing a Quadrinomial
      iv.   Cubing a Number Having Numeric Value
       v.   Story of Three Kings/Rulers
      vi.   Cubing a Number Having Decimal Value

X.   Square Roots
    A.   Concept and Notation
    B.   Square Roots Exercises 1-3
    C.   Backtracking
    D.   Passages to Abstraction
    E.   Special Cases
    F.   Rule for Extraction

XI.   Cube Roots
    A.   Concept of Cube Roots
    B.   Exercise 1: Part A and Part B
    C.   Backtracking
    D.   Three Digit Cube Roots
    E.   Last Steps to Abstraction
    F.   Rule for Extraction

XII.   Other Topics
    A.   Word Problems
       i.   Distance, Velocity and Time
      ii.   Principal, Interest, Rate and Time
    B.   Powers of Numbers
       i.   Powers of Two, Powers of Three and Powers of Decimal System
      ii.   Operations Using Exponential Notation
      iii.   Expanded Power Notation
      iv.   Operations Using Expanded Power Notation
       v.   General Rules for Using Exponents
    C.   Other Number Bases
    D.   Collecting and Recording Data
    E.   Signed Numbers
    F.   Ratio and Proportion
       i.   Ratio
      ii.   Proportion
    G.   Introduction to Algebra

XIII. Remedial Math

Syllabus-Geometry:
I.   A Philosophy and Rationale of Geometry
    A. Instructor presentation of rationale of Geometry
    B. Requirement's for Student's rationale in Geometry Album
    C. Requirements of Geometry course

II.   Introduction to Geometry with Story

III.   Congruency, Similarity and Equivalence (I)
    A. With Small Metal Insets
    B. With Constructive Triangles

IV.   Polygons I
    A. Parts of a Polygon
    B. Types of Polygons
    C. Parts of a Regular Polygon

V.   Angles I
    A. Introduction to Angles
    B. Measurement of Angles
    C. Operations with Angles
    D. Bisecting an Angle

Guideline Element: Music
  Course: **Music – Elementary II** 2020
  Instructor: Corinne Matthes
  Clock Hours: 9 to 12 Course - 14 hours
  Meeting Schedule: Refer to the course schedule

6.3.5.15 Music
  Hours: 14 hours (Elementary II)
This course introduces the adult learner to the language and structure of music, the historical development of the Western tradition in music, and provides guidelines for integration of different curricular areas through music activities.

Methods of Presentation
  1.   Lecture and discussion
  2.   Demonstration and participatory activity
  3.   Group activities

Requested Reading:
Montessori, M. *The advanced Montessori method II.* Music chapter

Course Objectives & Assessments
As a result of this course, along with the previous year-long practicum experience, the adult learner will develop, refine, and implement the skills necessary to become an effective Montessori teacher in the area of music at the upper elementary level.

1.   Each adult learner will give an oral presentation of a music presentation for the class to observe. *Presentation will be during the course.* (MACTE 1a; 2b; 2f; 2h)
2. Class attendance, participation in lectures and recorded practice time. (MACTE 1a; 1c; 1d; 2b; 2e; 2f; 2h)
3. Each adult learner will take written examinations the final week of the Elementary II session. (MACTE 1a; 1c; 1d; 2b; 2e; 2f; 2h)

Syllabus
    I. A Philosophy and Rationale of Music
        A. Instructor presentation of rationale of Music
              1.   Music in the environment
              2.   The importance of music in the Montessori classroom
              3.   Basic components of music
        B. Requirements for Adult Learner's rationale in Music Portfolio (Album)
        C. Requirements of Music course

    II.   Rhythm
          a.   Review of Rhythm Cards Sets 1-3
          b.   Presentation of sets 4,5
          c.   Dotted Rhythms
          d.   Irregular Meter
          e.   Compound Meter
          f.   Simpler Meters Part Two
    III.   Pitch
          a.   Review of notes in treble clef
          b.   Major Scales: Theory lesson series
    IV.   The Elements of Music
          a.   Introduction

b. Rhythm
              c. Pitch
              d. Harmony
              e. Tonality
              f. Tempo
              g. Dynamics
              h. Instrumentation
              i. Texture
              j. Form
        V.   Composition
              a. Composition Command Cards
              b. Graphic Notation
        VI.   History/Culture
              a. ACTIVITY – Music History Timeline
        VII. Performance
              a. ACTIVITY – Singing
              b. ACTIVITY – Percussion Instruments
              c. ACTIVITY – Recorders
              d. Musicals

Institute for Advanced Montessori Studies
Elementary Teacher Education Program

Guideline Element: Movement and Physical Education
        Course: **Physical Education – Elementary II** 2020
         Instructor: Gwendolyn Harris
        Clock Hours: 9 - 12 Course - 7 hours
        Meeting Schedule: Refer to the course schedule

6.3.5.13 Movement and Physical Education
        Hours: 7 hours (Elementary II)
This "active participation" course presents effective techniques for helping elementary children to develop an initial positive feeling for vigorous physical activity while learning group games and "sports" of a competitive and cooperative nature. Movement exploration including body awareness, spatial awareness, and time-space relationships are presented. Activities are presented for the development of coordination and physical fitness. Cooperative games for elementary-aged children are introduced.

Methods of Presentation:
        A. Lecture and discussion
        B. Demonstrations and participatory activity

Reading:
Jensen. *Teaching with the brain in mind.*

Course Objectives & Assessment:
As a result of this course, along with the previous year-long practicum experience, the adult learner will develop, refine, and implement the skills necessary to become an effective Montessori teacher in the area of physical education at the upper elementary level.

  1. Each adult learner will develop a Physical Education Theme for the up-coming school year. This activity should be typed. The theme should be at least five paragraphs in length. It must include a: 1) description of the theme, 2) why this particular theme was chosen and 3) a brief description of some of the possible activities to be initiated. There will be an open discussion on this assignment and ideas brainstormed on the first day of class. *The assignment is due by the end of the week. The approved copy is to be placed in the physical education album.*
  (MACTE 1a; 2f; 2h; 2i)

2. Class attendance and participation in lectures, discussions and activities (dress accordingly). (MACTE 1a; 1c; 1d; 2e; 2f; 2h; 2i)

3. Written examination the final week of the Elementary II session. (MACTE 1a; 1c; 2f; 2i)

Syllabus
I. A Philosophy and Rationale of Physical Education
9)   A. Instructor presentation of rationale of Physical Education
            13) Requirements for Student's rationale in Physical Education Album
            14) Requirements of Physical Education course (thematic idea discussed)
II.   Cooperative Play
        A. Team Building
        B. Competitive and cooperative activities
III. Physical Fitness
        A. Cardiovascular fitness
        B. Muscular strengthening
        C. Flexibility development
IV. Life long activities
        A. Group sports
        B. Individual sports
V.   Rope Jumping Activities
      A. Team Jumping
      B. Individual Jumping
VI.   Recess with a Purpose

Institute for Advanced Montessori Studies
Elementary Teacher Education Program

 Guideline Element: Physical Science
        Course: Biology and **Physical Sciences – Elementary II**   2020
        Instructors: Natasha Siva
        Clock Hours: 9-12 Physical Science – 10.5 hours
        Meeting Schedule: Refer to the course schedule

6.3.5.7 Physical Science
        Hours: 10.5 hours (Elementary II)
This course is also an integral part of the Cosmic Curriculum. Building on the astronomy and cosmology presented in social studies, chemistry is introduced through work with elements, the Periodic Table, and states of matter. Energy studies include different forms, transformations, friction, electricity and the electromagnetic spectrum. Through hands-on experiences, the Elementary II Adult Learner builds on the key concepts with age-appropriate activities, experiments/demonstrations, and recordation and discussion of results. Also included are studies on Earth Science.

Methods of Presentation:
        Lecture and discussion
        Demonstration and participatory activity
        Experimentation

Required Reading:
Montessori, M. *To educate the human potential*
Montessori, M. *From childhood to adolescence* (chapters 6 - 10)
Kramer, R. *Maria Montessori: a biography*

Course Objectives & Assessment:

As a result of this course, along with the previous year-long practicum experience, the adult learner will develop, refine, and implement the skills necessary to become an effective Montessori teacher in the area of physical science at the upper elementary level.

1. Each adult learner will receive a prepared physical science album of presentations, background information, and resources from the Institute. The adult learner will add his/her lecture notes, illustrations and photographs, relevant articles, a table of contents, tabs, and a comprehensive rationale of physical science in the elementary Montessori classroom. (This rationale may be combined with the Elementary II Earth Science rationale. _The album and rationale are due the Monday following completion of the course._ (MACTE 1a; 1c; 2a; 2b; 2c; 2f; 2i)

2. Write-up of an experiment – demonstrating the scientific method
   Due last day of course. (MACTE 2a; 2f; 2i; 3c)

3. Write-up of lesson to be presented during class.
   Due at time of presentation. (MACTE 2a; 2f; 2i; 3c)

4. Class attendance and participation in lectures and discussions. (MACTE 1a; 1c; 2a; 2b; 2c; 2f; 2i; 3c)

5. Written examination the final week of the Elementary II session. (MACTE 1a; 1c; 2b; 2c; 2f; 2i)

Syllabus - Physical Science
I. A Philosophy and Rationale of Physical Science
10)   A. Instructor presentation of rationale of Physical Science
         B.   Requirements for Student's rationale in Physical Science Album
         C.   Requirements of Physical Science course
II. Astronomy
         A. Thrust
         B. History of Space Exploration
III. Electricity
         A. The Structure of the atom
         B. Orientation to the Periodic table
         C. Experiments with static electricity
         D. Experiments with current electricity
IV. Magnetism
         A. Structure of a magnet
         B. The earth's magnetic field
         C. Experiments with different magnetic fields
         D. Making an electromagnet

V. Simple machines
         A. Relating simple machines to the study of ancient civilization
         B. Nomenclature
         C. Inclined plane
         D. Experiments with the inclined plane
         E. Levers
                 1. Classes of levers
                 2. Nomenclature
                 3. Experiments with levers
                 4. Measurement with levers
         F. Pulleys
                 1. Experiments with pulleys
                 2. Measurement with pulleys
         G. Using simple machines to do a task
VI. Chemistry
         A. Further work with the periodic table

B. Three states of matter
      1. Dance of the molecules
      2. Experiments with the three states of matter
C. Solutions
      1. Where the study of solutions fits into the life science curriculum
      2. Experiments with solutions
      3. Solution nomenclature
      4. Crystal experiments
D. Scientific Method
      1. Lab procedures
        a. Work with glassware
        b. Measurement
        c. Scientific notation

Institute for Advanced Montessori Studies
Elementary Teacher Education Program

Guideline Element: Practical Life
        Course: **Practical Life – Elementary II** 2020
        Instructor: Margarita Diaz
        Clock Hours: 9-12 Course - 7 hours
        Meeting Schedule: Refer to the course schedule

6.3.5.11 Practical Life
        Hours: 7 hours (Elementary II)
Practical Life does not end when the child leaves the early childhood program. This course presents practical life activities appropriate for the elementary-age child including cultivation of a sense of growing independence and self-esteem in each child; understanding the basic requirements for neatness, order and cleanliness in the environment and the child's responsibility for the same; acquisition of skills to help child manage paperwork and class projects; preparation of child for adventures in neighborhood and/or community; age-appropriate hand crafts and projects; personal care and health responsibilities; plant and animal care; and money.

Methods of Presentation:
    A. Lecture and discussion
    B. Personal and small group project
    C. Demonstrations and participatory activity
    D. Camping Trip

Required Readings:

  Montessori, M. *From childhood to adolescence* - (pp. 17-30)
  Kramer, R. *Maria Montessori: a biography*

Suggested Readings:

The Boy Scout handbook
Larry Dean Olsen, *Outdoor survival skills*

Course Objectives & Assessment:
As a result of this course, along with the previous year-long practicum experience, the adult learner will develop, refine, and implement the skills necessary to become an effective Montessori teacher in the area of practical life at the upper elementary level.

1. Each adult learner will receive a basic collection for the practical life album including presentations, background information, and resources from the Institute. The adult learner should compile the album for his/her own reference, but the album does not need to be submitted. (MACTE 1a; 1d; 2f; 2g; 2h; 2i; 2j)

2. The adult learner will participate in the planning of a camping trip. (MACTE 1a; 2h; 2i)

3. Class attendance and participation in lectures and discussions. (MACTE 1a; 1c; 1d; 2f; 2g; 2h; 2i; 2j)

4. Written examination the final week of the Elementary II session. (MACTE 1a; 2f; 2h; 2i; 2j)

Syllabus:

I.   Introduction
    A. Getting closer to the actual adult versions of tasks
    B. Strongly tied across multiple areas of the curriculum
    C. Directed by student interests, geographic nature of the surroundings, and interests/talents of the teacher
    D. Now incorporates a vast amount of skills and possibilities and includes some items that could be discussed under classroom management or environmental design
II. Care of the Environment
    A. Students jobs (include copy of job roster)
       1. Care of shelves (Murphy's oil – diluted, dust cloths)
       2. Care of plants (potting stand, gardening tools, plant cleaning items)
       3. Lunch duties
          a. lunch host/hostess
             i. gives out placemats
             ii. says "thought for the day"
             iii. check tables to excuse people
          b. milk person
       4. Leadership roles
          a. group leader
          b. group spokesperson
          c. greeter
       5. Caring for the outside world
          a. bus etiquette
          b. library maintenance
          c. sidewalk care
    B. Establishing Rules
       1. First day rule session
       2. Opportunities for decision making
       3. Writing I-messages/community meetings (refer to handout)
III. Grace and Courtesy
    A. Dealing with Peers
       1. Working out problems together first
       2. Active-listening problems
    B. Dealing with Adults
       1. Specialists
       2. Visitors/special guests
    C. Dealing with those outside the classroom
       1. Bus behavior
       2. Fieldtrip behavior
       3. Thank you notes
       4. Business letters
IV. Mastering Academic Skills
    A. Managing classroom routines
       1. work plan
       2. transitions
    B. Developing note-taking skills
    C. Maintaining personal storage areas

D. Learning test-taking skills (refer to handout)
E. Learning strategies for using references
    1. Internet usage
    2. keyboarding skills
    3. power point presentations

V. Personal Care
   A. Personal hygiene
   B. Finding a voice
   C. Acknowledging family

VI. Cooking in the Classroom
   A. Planning menus
   B. Establishing working groups
   C. Organizing ingredients
   D. Shopping for food
   E. Cooking the food
   F. Cleanup

VII. Construction Activities
   A. Woodworking
   B. Building models

VIII. Managing Money
   A. Eating out
   B. Riding the metro
   C. Selling to customers
   D. Establishing a savings account
   E. "Investing" in the stock market
   F. Virtual living activities

IX. Exploring the Extended Community
   A. Planning fieldtrips
   B. Planning trips to the natural environment
   C. Exploring the city
   D. Using appropriate behavior
   E. Eating out

X. First Aid

XI. Babysitting and Child Care
   A. Red Cross course
   B. Helping younger students

XII. Crafts
   A. Sewing
      1. Small projects
      2. Quilts
   B. Embroidery
   C. Knitting
   D. Origami
   E. Other crafts
   F. Rubber stamps
   G. Quilting

XIII. Gardening
   A. Planning the garden – color
   B. Planting seeds
   C. Planting bedding plants
   D. Maintaining the garden
   E. Harvesting the crop
   F. Drying and preserving flowers/herbs
   G. Composting
   H. Houseplants

XIV. Community Service Projects

       A. Shepherd's Table
       B. Toys for Tots
       C. Liberian Project
XV. Camping Trips
       A. Making arrangements
       B. Preparing paperwork
       C. Organizing into groups for planning
       D. Establishing menus
       E. Grocery shopping
       F. Setting up groups – cooking, activities, etc.
       G. Practicing camping skills
       H. Orienteering and map reading
       I. Packing and unpacking
       J. Chaperone
       K. Taking precautions

XAVIER UNIVERSITY MONTESSORI TEACHER EDUCATION PROGRAM
College of Professional Sciences
School of Education
Xavier University Montessori Teacher Education Program

EDME 551– M1 Montessori Education: Phil. Approach (3 *credits*)

High-Residency Model: 49 hours in person with Katie Keller Wood and Omar Mora

Low-Residency Model: 50 hours online with Katie Keller Wood and
5 hours in person with Katie Keller Wood, Amy Ricketts, Kristin Simonson, Tori Pinciotti, Gideon
 Smith (for Cincinnati cohort) or with Katie Keller Wood, Amy Ricketts, Kristin Simonson, Steph
 Bijoch, Brandt Smith (Milwaukee cohort)

School of Education Mission Statement:
In keeping with the Jesuit tradition, our mission is to educate men and women to be articulate in work, critical in thought, and competent in the knowledge, skills, and dispositions of their academic disciplines and professional endeavors. As such, they excel in teaching, leading, and serving their respective communities.

This educational mission is furthered by an effective staff and administration, and by a faculty of excellent teachers, scholars, and leaders who serve the needs of the university and its diverse stakeholders. Accordingly, we provide curricula, instruction, and assessment procedures designed to meet the expectations of the specialized professional associations and the respective appropriate related state and national accrediting bodies.

Montessori Teacher Education Program Mission and Vision Statement:
The mission of the Xavier University Montessori Institute is to educate and transform. We engage our community to be creative thought leaders, rooted in Montessori pedagogy, who advocate for human potential. We cultivate a sphere of action through rigorous academic and professional programs guided by our core values of trust, reflection, investigation, inspiration and service.

The Xavier University Montessori Institute will be the global leader in Montessori education, empowering people to experience transformation and become change agents for the common good.

COURSE OVERVIEW:
Students in this course will read Montessori's biography, and discuss current trends and issues in Montessori education, adolescent development, and philosophy specifically as they apply to the education of the adolescent. An overview of adolescent development will emphasize developmental characteristics in the physical, psychological, social and moral/spiritual realms. Students will explore the writings of Montessori and discuss adaptations of these theories in light of current research and best practices. Participants will also be able to participate in experiential exercises in community building, mindfulness, and attachment theory.

REQUIRED TEXT & RESOURCES:
❏ Selected articles on the Montessori Philosophy (9) by Marta Donahoe
❏ *Maria Montessori: The Biography* by Rita Kramer
❏ *Teaching with Love and Logic*, by Jim Faye and David Funk
❏ *Brianstorm* by Daniel Siegel
❏ *The Way of Mindful Education* by Daniel Rechtschaffen
❏ "Flow in Education" by Mihaly Csikszentmihalyi
❏ *From Childhood to Adolescence, by Maria Montessori*
❏ "The Four Planes of Development" by Camillo Grazzini
❏ "Third Lecture," by Maria Montessori
❏ *Socratic Circles*, by Matt Copeland

STANDARDS and COMPETENCIES
MACTE Standards:
> 1a. and 3c. Montessori Philosophy (and methods)
> 1b. Human Growth and Development
> 1c. Subject matter, including Cosmic Education, Peace education, and Practical life
> 2c. The prepared environment
> 2d. and 3d. Parent/teacher/family/community partnership
> 2e. The purpose and methods of observation
> 2h. Reflective practice
> 2j. Culturally responsive methods
> 3a. Classroom leadership
> 3e. Professional responsibilities
> 3f. Innovation and flexibility

AMS Standards:

6.4.5.1 Montessori Philosophy *(Core)*
1. Planes of development
2. Montessori's ideas regarding educating adolescents, including the concept of "Erdkinder"
3. Montessori's life
4. Montessori's concepts and theories including peace and cosmic education.
5. Montessori in relation to current research and relevance today
6. Personal growth through self-evaluation
7. Observation

6.4.5.2 Classroom Leadership
1. Current trends and research in secondary education and adolescent development
2. Montessori Secondary education models
3. The role of the teacher in the Montessori Secondary classroom (e.g., as facilitator, guide, role model, etc.)
4. Creating a physically, psychologically, and developmentally prepared learning environment
5. Strategies that encourage students to be independent and interdependent
6. Coaching, mastery, and experiential learning strategies

7. Supporting positive work habits
8. Student leadership and autonomy in the classroom
9. Community building and group dynamics
10. Collaboration among adults, including team-teaching and working with an assistant
11. Classroom management consistent with Montessori philosophy
12. Student and teacher record keeping
13. Various forms of assessment
14. Professional Development
15. AMS Suggested Materials List for Secondary Programs

6.4.5.3 Curriculum Design and Implementation (modeled and/or discussed)
2. Global and cosmic perspective
3. Elements of a Montessori Secondary program that lead to Valorization, including economic experiences, outdoor education and land-based experiences (Erdkinder), service learning opportunities, career exploration, field studies, and cultural exchange programs
4. Structures curriculum and learning activities for large blocks of uninterrupted work time to foster 'flow' and deep concentration that leads to normalization
5. Three period lesson design
6. Activities in self-discovery, self-construction, social life, and community building
7. Divergent and high-level thinking, especially through dialogue and discussions
8. Providing choice through multi-intelligence and modalities
9. Active and experiential learning
10. Small and whole group learning experiences
11. Elements that support student interdependence and independence in the classroom
12. Practical life appropriate to adolescence
13. Appropriate use of technology in the Secondary classroom
14. Various forms of formative and summative assessment that lead to mastery
15. Time allotted in daily schedule for student personal reflection/time to be silent and alone with self.

6.4.5.4 Adolescent Psychology *(Foundational)*
1. Early and middle adolescent stages and application in program development
2. Physical development, including brain development
3. Cognitive development
4. Psycho-social development
5. Moral development
6. Adolescents' concerns and issues and support service

6.4.5.5 Communication and Partnership with Families
1. Teacher as facilitator and model
2. Positive and effective interactions with adolescents
4. Supporting families and students with cultural sensitivity

<u>Student Learning Outcomes:</u>
Teachers will be able to articulate the reasons they are teaching in a less traditional, more effective way, and how that connects to the development of the adolescent. They will reflectively examine their own beliefs and backgrounds, and they will demonstrate understanding of the principles of Montessori's teacher transformation. Participants will be able to articulate needs and characteristics of adolescents, as

well as the fundamental teaching principles of Dr. Maria Montessori as applied to the third plane of development.

EVALUATION/ASSIGNMENTS:
Daily (high res) or Weekly (low res) Self and Instructor Evaluation   60%
Includes:
- Successful completion of all required readings and assignments, reviewed by instructor
- Positive participation in all in-person or online course discussions
- Personal reflections on growth and new learnings, with ideas for application

AMS standards assessed: 6.4.5.1, 6.4.5.2, 6.4.5.3, 6.4.5.5

MACTE standards assessed: 1a., 3c, 1c, 2e., 2h., 2j., 3a., 3e., 3f.

Final Synthesis Project*   40%
Includes:
- A student explanation and reflective self-evaluation of the work
- Articulation of concepts covered so far in training, to include: Valorization, Flow, freedom and limits, the role of the guide, the Love and Logic approach, restorative practices, peace and social justice education, Seven Gateways to the Soul of Education, Adolescent Needs and Characteristics, Planes of Development

*The final project also builds to the final synthesis paper of the training program, which functions as the MEd comprehensive exam for students pursuing graduate credit with Xavier University. This final synthesis is submitted and assessed at the end of all training

AMS standards assessed: 6.4.5.1, 6.4.5.2, 6.4.5.4

 MACTE standards assessed: 1a., 3c, 1b, 1c, 2c, 2d, 2j,

GRADING SCALE:

A	> 94.9%
A-	93.0-94.9%
B+	90.0-92.9%
B	85.0-89.9%
B-	82.0-84.9%
C+	80.0-81.9%
C	75.0-79.9%
C-	72.0-74.9%

COURSE POLICIES:
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- Attend all class meetings and be on time. The professor should be notified of any absences in advance. More than two absences may result in the candidate's need to withdraw from the class. Extended Medical or Family Emergency absences should be approved through the Dean of Social Science, Health and Education's office. "Reasonable attendance at all class meetings of courses for which a student has registered is expected of students as a condition for granting of academic credit. Lack of reasonable attendance as determined by the individual faculty member is reason for denial of credit for a course and possible course failure." (Xavier University Catalogue)
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- Interact professionally with professor, classmates, and cooperating teachers. Professional behavior includes cooperation with other students, faculty and school personnel. Be on

time and be prepared! (See the Professional Disposition paper)
- Be Honest! The Childhood Education and Literacy Department values academic honesty. It is expected that each student will submit original work. Where others' works and ideas are used, citations must be included. Please refer to the Xavier University student catalog for the official statement.
- All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited, as is the use of any work untruthfully submitted as one's own. Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an "F" in the course, and expulsion from the University" Your instructor may use plagiarism detecting software, such as Turn-It-In, to review your written assignments.
- Assignments are due on the date noted on the syllabus. Grades for assignments submitted past the due date will follow the class absence and grade form, see attached.
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Full participation: asking questions, listening respectfully to all others' questions and comments, supportive and constructive colleague to all class members; Students are expected to create a conversation and share information during class time. Each interaction will be noted by the instructor in each class. Qualitative data will be taken in anecdotal form and compiled at the end of the semester.

To learn, one must be present.
If you choose to use a computer for note taking, you must be present and engaged in the learning process around you. You will be asked on occasion to share your notes.

Inclusivity Statement:
I am committed to providing an atmosphere for learning that respects diversity and in which all students feel comfortable and safe to learn. In order to build a classroom community I ask that students:

- share their unique experiences, values and beliefs;
- be open to the views of others ;
- honor the uniqueness of their peers;
- appreciate the opportunity that we have to learn from each other in this community;
- communicate in a respectful manner;
- keep confidential discussions that the community has of a personal (or professional) nature;
- utilize this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the Xavier community.

Academic Support:
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It is our goal that this class be an accessible and welcoming experience for all students. If you are a student with a disability who may have trouble participating or effectively demonstrating learning in this course, contact Cassandra Jones to arrange an appointment to share your Accommodation Letters from Disability Services and to discuss your needs. Disability related information is confidential. If you have not contacted Disability Services (located in the Learning Assistance Center) to arrange accommodations, I encourage you to do so by contacting Cassandra Jones, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at jonesc20@xavier.edu as soon as possible as accommodations are not retroactive.

Office of Student Success -
Location: 514 Conaton Learning Commons
Phone: 513-745-3036
Email: studentretention@xavier.edu
The Staff in the Office of Student Success is available to assist students to make the most of their Xavier experience. Personal staff consultations, success coaching, referrals to on-campus Solution Centers, and guiding students to effectively navigate their college experience are central to our work. Please visit www.xavier.edu/student-success to learn more or visit us in the Conaton Learning Commons.

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http://www.xavier.edu/mathematics/Math-Lab.cfm

University Library- The University Library provides research support for all Xavier students. Find books at our library or in OhioLINK. Check out materials and laptops and find a librarian for research help at the Connection Center - 3rd floor Conaton Learning Commons (CLC). Request research help at Ask a Librarian. Use Search@XU on the Library Home page or one of our many Databases to start your research. Find tutorials in XU Tutor for information about using library resources.   Visit the Makerspace in McDonald Library for any creative assignments.
COURSE CALENDAR: Varies according to student tutorial needs.

XAVIER UNIVERSITY MONTESSORI TEACHER EDUCATION PROGRAM
College of Professional Sciences
School of Education
Xavier University Montessori Teacher Education Program

EDFD 499 TU: Erdkinder (3 *credits*)

Instructors:
Brandt Smith, Tarah Miller (high res)
Brandt Smith, Tori Pinciotti, Gideon Smith (low res Cincinnati)
Brandt Smith, Steph Bijoch (low res Milwaukee)

Class meets in person for both low (52 contact hours) and high (63 contact hours) residency models.

School of Education Mission Statement:
In keeping with the Jesuit tradition, our mission is to educate men and women to be articulate in work, critical in thought, and competent in the knowledge, skills, and dispositions of their academic disciplines and professional endeavors. As such, they excel in teaching, leading, and serving their respective communities.

This educational mission is furthered by an effective staff and administration, and by a faculty of excellent teachers, scholars, and leaders who serve the needs of the university and its diverse stakeholders. Accordingly, we provide curricula, instruction, and assessment procedures designed to meet the expectations of the specialized professional associations and the respective appropriate related state and national accrediting bodies.

Montessori Teacher Education Program Mission and Vision Statement:
The mission of the Xavier University Montessori Institute is to educate and transform. We engage our community to be creative thought leaders, rooted in Montessori pedagogy, who advocate for human potential. We cultivate a sphere of action through rigorous academic and professional programs guided by our core values of trust, reflection, investigation, inspiration and service.

The Xavier University Montessori Institute will be the global leader in Montessori education, empowering people to experience transformation and become change agents for the common good.

COURSE OVERVIEW:
This is a multi-day field study course to explore a modern interpretation of Dr. Maria Montessori's plan of Erdkinder (or "land-children") for adolescents, as outlined in her writings. Adult learners examine Montessori's writings and work, and they experience a field study (in preparation for building curricular field studies in the Pedagogy of Place course.) As part of this experience, adult learners examine the concept of valorization of the personality, a function of combining work of the head, hands, and heart. In this course, adult learners engage in service, work of the hands, and care of the group (including food preparation lessons), alongside their academic endeavors. In considering forms for a modern "Erdkinder" and cosmic approach, adult learners consider challenges to the earth and its caretakers and consider their own role in practices of stewardship and sustainability.

REQUIRED TEXT & RESOURCES:

- Selected essays from Wendell Berry
- The Omnivore's Dilemma by Michael Pollan
- Selected essays by Barbara Kingsolver
- From Childhood to Adolescence, by Maria Montessori
- A Land Ethic, by Aldo Leopold
- Various NAMTA articles
- Green Fire film
- Food Inc film
- The Biggest Little Farm film

STANDARDS and COMPETENCIES (**bolded** standards are addressed in this course)

MACTE Standards:

The adult learner will understand:
> **1a. Montessori Philosophy (and methods)**
> **1b. Human Growth and Development**
> **1c. Subject matter, including cosmic and peace education, practical life, and the arts**
> **1d. Community resources for learning**

The adult learner will understand the following pedagogical elements:
> 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

The adult learner will demonstrate and implement:
> **3a. Classroom leadership**
> **3b. Authentic assessment**
> **3c. The Montessori philosophy and methods**
> 3d. Parent/teacher/family partnerships
> 3e. Professional responsibilities
> 3f. Innovation and flexibility

AMS Standards:

6.4.5.1 Montessori Philosophy *(Core)*
1. **Planes of development**
2. **Montessori's ideas regarding educating adolescents, including the concept of "Erdkinder"**
3. Montessori's life
4. **Montessori's concepts and theories including peace and cosmic education.**
5. **Montessori in relation to current research and relevance today**
6. **Personal growth through self-evaluation**
7. Observation

6.4.5.2 Classroom Leadership
1. Current trends and research in secondary education and adolescent development
2. **Montessori Secondary education models**
3. **The role of the teacher in the Montessori Secondary classroom (e.g., as facilitator, guide, role model, etc.)**
4. **Creating a physically, psychologically, and developmentally prepared learning environment**
5. **Strategies that encourage students to be independent and interdependent**
6. Coaching, mastery, and experiential learning strategies
7. Supporting positive work habits, such as Habits of Mind
8. Student leadership and autonomy in the classroom
9. **Community building and group dynamics**
10. **Collaboration among adults, including team-teaching and working with an assistant**
11. Classroom management consistent with Montessori philosophy
12. **Student and teacher record keeping**
13. **Various forms of assessment such as observation, written, performance, self, and use of portfolios**
14. Professional Development
15. AMS Suggested Materials List for Secondary Programs
16. Awareness of educational regulation
17. Preparation for the next step: high school or college and career readiness

6.4.5.3 Curriculum Design and Implementation
1. Meaningful and thematic curriculum that integrates academic subjects and connects with the adolescent
2. **Global and cosmic perspective**
3. **Elements of a Montessori Secondary program that lead to Valorization, including economic experiences, outdoor education and land-based experiences (Erdkinder), service learning opportunities, career exploration, field studies, and cultural exchange programs**
4. **Structures curriculum and learning activities for large blocks of uninterrupted work time to foster 'flow' and deep concentration that leads to normalization**
5. Three period lesson design
6. **Activities in self-discovery, self-construction, social life, and community building**
7. **Divergent and high-level thinking, especially through dialogue and discussions**
8. Providing choice through multi-intelligence and modalities
9. **Active and experiential learning**
10. **Small and whole group learning experiences**
11. Elements that support student interdependence and independence in the classroom
12. **Practical life appropriate to adolescence**
13. **Appropriate use of technology in the Secondary classroom**
14. Various forms of formative and summative assessment that lead to mastery
15. **Time allotted in daily schedule for student personal reflection/time to be silent and alone with self.**

6.4.5.4 Adolescent Psychology *(Foundational)*
1. **Early and middle adolescent stages and application in program development**
2. **Physical development, including brain development**
3. **Cognitive development**
4. **Psycho-social development**

5. **Moral development**
6. **Adolescents' concerns and issues and support service**

6.4.5.5 Communication and Partnership with Families
1. **Teacher as facilitator and model**
2. **Positive and effective interactions with adolescents**
3. **Appropriate channels of communication**
4. **Supporting families and students with cultural sensitivity**
5. **Community resources for additional support**

STUDENT LEARNING OUTCOMES:

Adult learners will learn, experientially, how multi-day field studies for adolescents are planned and executed, including group dynamics, teaming, food preparation, and how field studies can offer a unique balance of work of the head, hand, and heart, providing opportunities for adolescent valorization. They will consider ethics and issues related to care of the earth and its inhabitants (with a focus on food production) and will examine the role of humans generally and themselves individually as part of a larger cosmic system. Adult learners will be able to articulate Montessori's vision of Erdkinder and explain how their own program offers these land connections for adolescents.

EVALUATION/ASSIGNMENTS:

Daily (high res) Self and Instructor Evaluation   50%
    Includes leadership rubric (30%) and journals (20%) covering:
- Successful completion of all required readings and assignments, reviewed by instructor
- Positive participation in all experiences (leadership rubric)
- Personal reflections on growth and new learnings, with ideas for application (journals)

    AMS standards assessed: 6.4.5.1, 6.4.5.2, 6.4.5.3, 6.4.5.4, 6.4.5.5
    MACTE standards assessed: 1a, 1b, 1c, 1d, 2c, 2d, 2h, 3a, 3b, 3c

Final Synthesis Project*   50%
    Includes:
- A student explanation and reflective self-evaluation of the work
- Articulation of concepts explored in this course, including:
  o Human dependence on land to secure food
  o Role of humans as interdependent components of Nature: cosmic perspectives
  o The impact of individual choices on the earth
  o Resource use and abuse
  o Service work
  o Leadership
  o Community building
  o Valorization of the personality

    AMS standards assessed: 6.4.5.1, 6.4.5.2, 6.4.5.3
    MACTE standards assessed: 1a., 1c, 1d, 2c, 2h, 3a

GRADING SCALE:
                 A   > 94.9%

A-	93.0-94.9%
B+	90.0-92.9%
B	85.0-89.9%
B-	82.0-84.9%
C+	80.0-81.9%
C	75.0-79.9%
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COURSE CALENDAR: Varies according to student tutorial needs.

XAVIER UNIVERSITY MONTESSORI TEACHER EDUCATION PROGRAM
College of Professional Sciences
School of Education
Xavier University Montessori Teacher Education Program

EDME 511-M1 Introduction to Curriculum (3 credits)

Instructor:
Erika Eicholz, Garry Sumski (high residency)
Erika Eicholz (online), Amy Ricketts, Kristin Simonson, Tori Pinciotti, Gideon Smith (Cincinnati low res)
Erika Eicholz (online), Amy Ricketts, Kristin Simonson, Steph Bijoch, Brandt Smith (Milwaukee low res)

High-Residency Model: 46 hours in person
Low-Residency Model: 20 hours online and 25 hours in person

School of Education Mission Statement:
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The Xavier University Montessori Institute will be the global leader in Montessori education, empowering people to experience transformation and become change agents for the common good.

COURSE OVERVIEW:
This course provides adult learners a strong foundation of how secondary Montessori classrooms build on the approaches of elementary Montessori classrooms. Adult learners experience the Great Lessons and various aspects of the Montessori elementary curricula and materials: math & geometry, language arts, history, geography, biology, physical science, and the arts. Students will be given opportunities to experience the elementary lessons and work cycle, to work with the Montessori elementary materials, and to reflect on ways to use the materials, lessons, and timelines in secondary classrooms to make smooth transitions between elementary and secondary curricula.

REQUIRED TEXT & RESOURCES:
  Montessori Today, by Paula Polk Lillard

<u>Children of the Universe</u>, by Michael and D'Neil Duffey
Various seminar readings

STANDARDS and COMPETENCIES (**bolded** standards are addressed in this course)

MACTE Standards:

The adult learner will understand:
    1a. Montessori Philosophy (and methods)
    1b. Human Growth and Development
    1c. Subject matter, including cosmic and peace education, practical life, and the arts
    1d. Community resources for learning

The adult learner will understand the following pedagogical elements:
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    2g, Assessment and documentation
    2h. Reflective practice
    2i. Support and intervention for learning differences
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The adult learner will demonstrate and implement:
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1. **Planes of development**
2. Montessori's ideas regarding educating adolescents, including the concept of "Erdkinder"
3. Montessori's life
4. **Montessori's concepts and theories including peace and cosmic education.**
5. **Montessori in relation to current research and relevance today**
6. **Personal growth through self-evaluation**
7. **Observation**

6.4.5.2 Classroom Leadership
1. Current trends and research in secondary education and adolescent development
2. Montessori Secondary education models
3. **The role of the teacher in the Montessori Secondary classroom (e.g., as facilitator, guide, role model, etc.)**
4. **Creating a physically, psychologically, and developmentally prepared learning environment**
5. **Strategies that encourage students to be independent and interdependent**
6. **Coaching, mastery, and experiential learning strategies**

7. **Supporting positive work habits**
8. **Student leadership and autonomy in the classroom**
9. **Community building and group dynamics**
10. Collaboration among adults, including team-teaching and working with an assistant
11. **Classroom management consistent with Montessori philosophy**
12. **Student and teacher record keeping**
13. **Various forms of assessment such as observation, written, performance, self, and use of portfolios**
14. Professional Development
15. AMS Suggested Materials List for Secondary Programs
16. Awareness of educational regulation
17. Preparation for the next step: high school or college and career readiness

6.4.5.3 Curriculum Design and Implementation
1. Meaningful and thematic curriculum that integrates academic subjects and connects with the adolescent
2. **Global and cosmic perspective**
3. Elements of a Montessori Secondary program that lead to Valorization, including economic experiences, outdoor education and land-based experiences (Erdkinder), service learning opportunities, career exploration, field studies, and cultural exchange programs
4. **Structures curriculum and learning activities for large blocks of uninterrupted work time to foster 'flow' and deep concentration that leads to normalization**
5. **Three period lesson design**
6. **Activities in self-discovery, self-construction, social life, and community building**
7. **Divergent and high-level thinking, especially through dialogue and discussions**
8. **Providing choice through multi-intelligence and modalities**
9. **Active and experiential learning**
10. **Small and whole group learning experiences**
11. **Elements that support student interdependence and independence in the classroom**
12. Practical life appropriate to adolescence
13. Appropriate use of technology in the Secondary classroom
14. Various forms of formative and summative assessment that lead to mastery
15. **Time allotted in daily schedule for student personal reflection/time to be silent and alone with self.**

6.4.5.4 Adolescent Psychology *(Foundational)*
1. Early and middle adolescent stages and application in program development
2. Physical development, including brain development
3. Cognitive development
4. Psycho-social development
5. Moral development
6. Adolescents' concerns and issues and support service

6.4.5.5 Communication and Partnership with Families
1. **Teacher as facilitator and model**
2. Positive and effective interactions with adolescents
3. Appropriate channels of communication
4. **Supporting families and students with cultural sensitivity**

5. Community resources for additional support

STUDENT LEARNING OUTCOMES:
Adult learners in this course will be able to integrate elements of the Montessori elementary classroom into their work with secondary students, including: Montessori materials, timelines, and/or Great Lessons. They will be able to articulate the fundamental elements of Montessori's Cosmic Education and how it applies to the third plane of development, as well as identify the key elements of the elementary classroom upon which the secondary classroom is built: the role of the teacher, the prepared environment, the work cycle, and the community. Adult learners will become skilled participants in Seminar discussions and learn the teacher's role for facilitating high-quality Seminar discussions with adolescents.

EVALUATION/ASSIGNMENTS:

Daily (high res) or Weekly (low res) Reflection assignments   50%
    Includes:
- Successful completion of all required readings and assignments
- Positive participation in all in-person or online course discussions and Seminars
- Personal reflections on growth and new learnings, with ideas for application

    AMS standards assessed: 6.4.5.1 (1, 4, 5, 6, 7) 6.4.5.2 (3, 4, 5, 6, 7, 8, 9, 11, 12) 6.4.5.3 (2, 4, 5, 7, 15), 6.4.5.5 (1, 4)
    MACTE standards assessed: 1a, 1b, 1c, 2b, 2c, 2d, 2e, 2h, 2i, 2j, 3a, 3c, 3d, 3e, 3f

Practice with Materials   15%
    Includes:
- Successful practice with Montessori materials and timelines, with a focus on the materials most relevant to the teacher's discipline
- Reflection on integration and extension of these materials, timelines and Great Lessons, as appropriate for the secondary classroom.

    AMS standards assessed: 6.4.5.1 (1), 6.4.5.3 (8, 9, 10, 11)
    MACTE standards assessed: 1a, 1c, 2a, 2b, 2f, 2g, 3c

Final Project*   15%
    Includes:
    Articulation of key concepts presented in this course, including the key elements and lessons of the elementary classroom upon which the secondary Montessori classroom will build and Cosmic Education, with an explanation of how it expands to Cosmic Vision for the third plane.

    *The final project also builds to the final synthesis paper of the training program, which functions as the MEd comprehensive exam for students pursuing graduate credit with Xavier University. This final synthesis is submitted and assessed at the end of all training

    AMS standards assessed: 6.4.5.1 (1, 4, 5) 6.4.5.2 (3, 4, 5, 7, 8, 9) 6.4.5.3 (2, 4, 5, 11)
    MACTE standards assessed: 1a., 1c, 2a, 2b, 2f, 3c

Seminar Components   20%
    Includes:

- Student-created, classroom ready tools for teaching and facilitating Seminar in the secondary classroom, including lesson plans, guidelines, and assessment tools
- One seminar piece, ready for student discussion: including annotations and clustered questions

AMS standards assessed: 6.4.5.1 (6), 6.4.5.2 (3, 4, 5, 6, 7, 8, 9, 12, 13) 6.4.5.3 (2, 6, 7, 8, 9, 10, 11)
MACTE standards assessed: 2f, 2g, 3b

GRADING SCALE:

A	> 94.9%
A-	93.0-94.9%
B+	90.0-92.9%
B	85.0-89.9%
B-	82.0-84.9%
C+	80.0-81.9%
C	75.0-79.9%
C-	72.0-74.9%

COURSE POLICIES:

Attendance: The Xavier University catalogue states "In order to earn credit in any course for which he/she is registered, the student is required to attend classroom and laboratory exercises regularly and promptly. Lack of reasonable attendance as determined by the individual faculty member is reason for denial of credit for a course and possible course failure."

From the CMStep Handbook:

Attendance at classes, Zoom sessions, demonstrations, labs, and off-site experiences are considered part of the AMS course hour requirements for certification. Attendance is taken at the beginning of each class, and any absence is shared with the Executive Director or Cohort Director. Attendance is Mandatory.

Online learning has the benefit of offering flexible hours during which the adult learner can choose to complete coursework. Within the context of online learning, missed deadlines have the same effect as in-residence absences would. Communication of expected missed deadlines is essential to successfully completing an online course. Any late work that has not been communicated about ahead of time will be considered unexcused. Any adult learner with unexcused late/missing work will receive notice and may be placed on probation.

During times the adult learner is required to be in-residence, adult learners may only be excused in the case of severe illness or a death or birth in the immediate family. Any absence must be reported to the CMStep Directors, and any absence not reported will be considered as unexcused. Any adult learner with one or more unexcused absences will receive notice and will be on probation.

All aspects of the training are essential. Therefore, when one day of in-residence class is missed, it may be required that the entire course must be retaken. Students who miss two or more days within a course will be required to make up the entire course during the course's next scheduled session, and so may need to pause training for up to one year. As soon as the make-up work has been completed, the course instructor will approve completion of make-up so the certification process can proceed.

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- Attend all class meetings and be on time. The professor should be notified of any absences in advance. More than two absences may result in the candidate's need to withdraw from the class.   Extended Medical or Family Emergency absences should be approved through the Dean of Social Science, Health and Education's office.   "Reasonable attendance at all class meetings of courses for which a student has registered is expected of students as a condition for granting of academic credit. Lack of reasonable attendance as determined by the individual faculty member is reason for denial of credit for a course and possible course failure." (Xavier University Catalogue)
- Be responsible for your learning, prepare carefully and completely for class. Students should read the text and handout assignments as indicated on the course calendar and prepared to discuss the assigned readings during class. Correct grammar, mechanics, and spelling must be evident in all work that is submitted. The standards for quality of graded written assignments are high.
- Interact professionally with professor, classmates, and cooperating teachers. Professional behavior includes cooperation with other students, faculty and school personnel. Be on time and be prepared! (See the Professional Disposition paper)
- Be Honest! The Childhood Education and Literacy Department values academic honesty. It is expected that each student will submit original work. Where others' works and ideas are used, citations must be included. Please refer to the Xavier University student catalog for the official statement.
- All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited, as is the use of any work untruthfully submitted as one's own. Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an "F" in the course, and expulsion from the University" Your instructor may use plagiarism detecting software, such as Turn-It-In, to review your written assignments.
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Full participation: asking questions, listening respectfully to all others' questions and comments, supportive and constructive colleague to all class members; Students are expected to create a conversation and share information during class time. Each interaction will be noted by the instructor in each class. Qualitative data will be taken in anecdotal form and compiled at the end of the semester.

To learn, one must be present.
If you choose to use a computer for note taking, you must be present and engaged in the learning process around you. You will be asked on occasion to share your notes.

Inclusivity Statement:

I am committed to providing an atmosphere for learning that respects diversity and in which all students feel comfortable and safe to learn. In order to build a classroom community I ask that students:

- share their unique experiences, values and beliefs;
- be open to the views of others ;
- honor the uniqueness of their peers;
- appreciate the opportunity that we have to learn from each other in this community;
- communicate in a respectful manner;
- keep confidential discussions that the community has of a personal (or professional) nature;
- utilize this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the Xavier community.

Academic Support:

Learning Assistance Center - The Learning Assistance Center (LAC) provides support services to facilitate learning. The LAC has two main purposes: tutoring and disability services. The tutoring services include subject specific tutoring, drop-in sessions, study skills assistance, and Supplemental Instruction (SI). For students with documented disabilities, services include accommodations such as extended time on exams, reduced distraction testing environment, note-taking assistance, and assistive technology. Services are provided in a positive and encouraging environment, which promotes appreciation for diversity and cura personalis. Students in an online course can contact the LAC at (513) 745-3280 to set up an appointment. The LAC is located in the Conaton Learning Commons room 514. http://www.xavier.edu/lac

Any student who feels he/she may need an accommodation based on the impact of a documented disability should contact the Learning Assistance Center at 745-3280 on the fifth floor of the Conaton Learning Commons, Room 514, to coordinate reasonable accommodations.

It is our goal that this class be an accessible and welcoming experience for all students. If you are a student with a disability who may have trouble participating or effectively demonstrating learning in this course, contact Cassandra Jones to arrange an appointment to share your Accommodation Letters from Disability Services and to discuss your needs. Disability related information is confidential. If you have not contacted Disability Services (located in the Learning Assistance Center) to arrange accommodations, I encourage you to do so by contacting Cassandra Jones, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at jonesc20@xavier.edu as soon as possible as accommodations are not retroactive.

Office of Student Success -

Location: 514 Conaton Learning Commons

Phone: 513-745-3036

Email: studentretention@xavier.edu

The Staff in the Office of Student Success is available to assist students to make the most of their Xavier experience. Personal staff consultations, success coaching, referrals to on-campus Solution Centers, and guiding students to effectively navigate their college experience are central to our work. Please visit www.xavier.edu/student-success to learn more or visit us in the Conaton Learning Commons.

Writing Center - The Writing Center offers free one-on-one tutoring on writing assignments for all Xavier students. Students in an online course can contact the Center at (513) 745-2875 to set up an appointment. Sessions can be conducted in multiple ways, including discussions by phone and by email at writingcenter@xavier.edu. The Writing Center is located in the Conaton Learning Commons room 400. http://www.xavier.edu/writingcenter/

Mathematics Tutoring Lab - The Mathematics Tutoring Lab offers mathematics tutoring for all Xavier students. Students in an online course can contact the Lab at (513) 745-3069 to set up an appointment. The Mathematics Tutoring Lab is located in the Conaton Learning Commons room 419. http://www.xavier.edu/mathematics/Math-Lab.cfm

University Library- The University Library provides research support for all Xavier students. Find books at our library or in OhioLINK. Check out materials and laptops and find a librarian for research help at the Connection Center - 3rd floor Conaton Learning Commons (CLC). Request research help at Ask a Librarian. Use Search@XU on the Library Home page or one of our many Databases to start your research. Find tutorials in XU Tutor for information about using library resources.   Visit the Makerspace in McDonald Library for any creative assignments.

COURSE CALENDAR: Varies according to student tutorial needs.

XAVIER UNIVERSITY MONTESSORI TEACHER EDUCATION PROGRAM
College of Professional Sciences
School of Education
Xavier University Montessori Teacher Education Program

EDME 513– C1: Curriculum Development (6 *credits)*
Semester

High-Residency Model: 99 hours in person with Erika Eicholz, Savannah Rabal, Krista Taylor, Josh Vogt
Low-Residency Models:
<u>Cincinnati:</u> 60 hours online with Amy Ricketts, Kristin Simonson, Tori Pinciotti, Gideon Smith, and Steph Bijoch and 44 hours in person with Amy Ricketts, Kristin Simonson, Tori Pinciotti, and Gideon Smith
<u>Milwaukee:</u> 60 hours online and 44 hours in person with Amy Ricketts, Kristin Simonson, Brandt Smith, and Steph Bijoch

<u>**School of Education Mission Statement:**</u>
In keeping with the Jesuit tradition, our mission is to educate men and women to be articulate in work, critical in thought, and competent in the knowledge, skills, and dispositions of their academic disciplines and professional endeavors. As such, they excel in teaching, leading, and serving their respective communities.

This educational mission is furthered by an effective staff and administration, and by a faculty of excellent teachers, scholars, and leaders who serve the needs of the university and its diverse stakeholders. Accordingly, we provide curricula, instruction, and assessment procedures designed to meet the expectations of the specialized professional associations and the respective appropriate related state and national accrediting bodies.

<u>**Montessori Teacher Education Program Mission and Vision Statement:**</u>
The mission of the Xavier University Montessori Institute is to educate and transform. We engage our community to be creative thought leaders, rooted in Montessori pedagogy, who advocate for human potential. We cultivate a sphere of action through rigorous academic and professional programs guided by our core values of trust, reflection, investigation, inspiration and service.

The Xavier University Montessori Institute will be the global leader in Montessori education, empowering people to experience transformation and become change agents for the common good.

<u>**COURSE OVERVIEW:**</u>
In this course, following a deep dive into Montessori Philosophy, Erdkinder, and Intro to Curriculum, adult learners build on and now apply their prior knowledge to the creation of thematic curricula; the secondary Montessori teacher's equivalent to an "album." Adult learners practice integrating content standards with an approach designed to meet the developmental needs of the adolescent, in order to deliver academic programming that takes a holistic pedagogical approach, a hallmark of the Montessori method for every age.

<u>**REQUIRED TEXT & RESOURCES:**</u>
      The First Six Weeks of School by Paula Denton and Roxann Kriete
      Learning Leadership by Michael Brandwein

Other seminar texts and exemplars, provided by the instructor

STANDARDS and COMPETENCIES (**bolded** standards are addressed in this course)

MACTE Standards:

The adult learner will understand:

1a. Montessori Philosophy (and methods)

1b. Human Growth and Development

1c. Subject matter, including cosmic and peace education, practical life, and the arts

1d. Community resources for learning

The adult learner will understand the following pedagogical elements:

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

The adult learner will demonstrate and implement:

3a. Classroom leadership

3b. Authentic assessment

3c. The Montessori philosophy and methods

3d. Parent/teacher/family partnerships

3e. Professional responsibilities

3f. Innovation and flexibility

AMS Standards:

6.4.5.1 Montessori Philosophy *(Core)*

1. Planes of development
2. **Montessori's ideas regarding educating adolescents, including the concept of "Erdkinder"**
3. Montessori's life
4. **Montessori's concepts and theories including peace and cosmic education.**
5. Montessori in relation to current research and relevance today
6. **Personal growth through self-evaluation**
7. Observation

6.4.5.2 Classroom Leadership

1. **Current trends and research in secondary education and adolescent development**
2. **Montessori Secondary education models**
3. **The role of the teacher in the Montessori Secondary classroom (e.g., as facilitator, guide, role model, etc.)**
4. **Creating a physically, psychologically, and developmentally prepared learning environment**
5. **Strategies that encourage students to be independent and interdependent**
6. **Coaching, mastery, and experiential learning strategies**
7. **Supporting positive work habits, such as Habits of Mind**

8. **Student leadership and autonomy in the classroom**
9. **Community building and group dynamics**
10. **Collaboration among adults, including team-teaching and working with an assistant**
11. **Classroom management consistent with Montessori philosophy**
12. **Student and teacher record keeping**
13. **Various forms of assessment such as observation, written, performance, self, and use of portfolios**
14. **Professional Development**
15. **AMS Suggested Materials List for Secondary Programs**
16. **Awareness of educational regulation**
17. **Preparation for the next step: high school or college and career readiness**

6.4.5.3 Curriculum Design and Implementation
1. **Meaningful and thematic curriculum that integrates academic subjects and connects with the adolescent**
2. **Global and cosmic perspective**
3. **Elements of a Montessori Secondary program that lead to Valorization, including economic experiences, outdoor education and land-based experiences (Erdkinder), service learning opportunities, career exploration, field studies, and cultural exchange programs**
4. **Structures curriculum and learning activities for large blocks of uninterrupted work time to foster 'flow' and deep concentration that leads to normalization**
5. **Three period lesson design**
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7. **Divergent and high-level thinking, especially through dialogue and discussions**
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1. **Early and middle adolescent stages and application in program development**
2. **Physical development, including brain development**
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1. **Teacher as facilitator and model**
2. **Positive and effective interactions with adolescents**
3. **Appropriate channels of communication**
4. **Supporting families and students with cultural sensitivity**
5. **Community resources for additional support**

STUDENT LEARNING OUTCOMES:

Adult learners will demonstrate competency in building interdisciplinary thematic curricula, which meets both requisite academic standards and the holistic developmental needs of adolescents. They will be able to articulate the rationale behind each curricular element, including how these elements work together to promote family partnerships, cosmic and peace education (with a particular focus on ABAR classroom elements), and opportunities for valorization. By the end of the course, adult learners are ready to begin the practicum, having created and experienced curricular elements of the high-functioning secondary Montessori classroom.

EVALUATION/ASSIGNMENTS:

Daily Self and Instructor Evaluation   30%
    Includes:
- Positive participation in all in-person or online course discussions and activities
- Personal reflections on growth and new learnings, with ideas for application

    AMS standards assessed: 6.4.5.1, 6.4.5.2, 6.4.5.3, 6.4.5.5
    MACTE standards assessed: 1a., 3c, 1c, 2e., 2h., 2j., 3a., 3e., 3f.

Completion of daily/weekly homework assignments   5%
    Includes:
- Successful completion of all required readings and reading reflections
- Preparation for the practicum phase assignments
- ABAR workshop assignments and participation
- Aligning cycle themes and academic content standards
- Choice mini-work project, in preparation for the year-long project

    AMS standards assessed: 6.4.5.1, 6.4.5.2, 6.4.5.5
    MACTE standards assessed: 1a., 1c, 1d, 2c, 2d, 2e, 2i, 2j, 3a.,3d, 3e., 3f.

Project: Curricular Cycle of Study   55%
    Includes submission of the following curricular elements:
- Academic objectives/standards, matched to theme and adolescent needs/characteristics
- Seminar teaching elements, including a piece for discussion with clustered discussion questions, implementation guidelines, teacher record keeping tool, and student self-assessment tools
- Planning calendar
- Thematic kick-off activity
- Thematic group initiative
- Thematic culminating activity
- Lesson plans, including procedural lessons and lessons with connections to Montessori materials and philosophy
- Shelfwork
- Opportunity outside of the classroom
- Curricular cover page
- Student work checklists
- Student project packet
- Assessment tools, including for projects, leadership, and self-directed activity in the classroom

    AMS standards assessed: 6.4.5.1, 6.4.5.2, 6.4.5.3, 6.4.5.4, 6.4.5.5
    MACTE standards assessed: 1a, 1c, 1d, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 2i, 2j, 3b, 3c, 3d, 3e, 3f

Rationale Paper*   10%
    Includes:
-    A student explanation and reflective self-evaluation of the cycle of study project
-    Articulation of how specific elements of the cycle of study connect to Montessori philosophy and the needs of the adolescent, referencing concepts from prior CMStep courses.
*This rationale paper also builds to the final synthesis paper of the training program, which functions as the MEd comprehensive exam for students pursuing graduate credit with Xavier University. This final synthesis is submitted and assessed at the end of all training.

    AMS standards assessed: 6.4.5.1, 6.4.5.2, 6.4.5.3, 6.4.5.4, 6.4.5.5
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include subject specific tutoring, drop-in sessions, study skills assistance, and Supplemental Instruction
(SI). For students with documented disabilities, services include accommodations such as extended time
on exams, reduced distraction testing environment, note-taking assistance, and assistive
technology. Services are provided in a positive and encouraging environment, which promotes
appreciation for diversity and cura personalis. Students in an online course can contact the LAC at (513)
745-3280 to set up an appointment. The LAC is located in the Conaton Learning Commons room
514. http://www.xavier.edu/lac

Any student who feels he/she may need an accommodation based on the impact of a
documented disability should contact the Learning Assistance Center at 745-3280 on the fifth floor of
the Conaton Learning Commons, Room 514, to coordinate reasonable accommodations.

It is our goal that this class be an accessible and welcoming experience for all students. If you are a
student with a disability who may have trouble participating or effectively demonstrating learning in this
course, contact Cassandra Jones to arrange an appointment to share your Accommodation Letters from
Disability Services and to discuss your needs. Disability related information is confidential. If you have
not contacted Disability Services (located in the Learning Assistance Center) to arrange
accommodations, I encourage you to do so by contacting Cassandra Jones, by phone at 513-745-3280, in
person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at
jonesc20@xavier.edu as soon as possible as accommodations are not retroactive.

Office of Student Success -
Location: 514 Conaton Learning Commons
Phone: 513-745-3036

Email: studentretention@xavier.edu

The Staff in the Office of Student Success is available to assist students to make the most of their Xavier experience. Personal staff consultations, success coaching, referrals to on-campus Solution Centers, and guiding students to effectively navigate their college experience are central to our work. Please visit www.xavier.edu/student-success to learn more or visit us in the Conaton Learning Commons*.*

Writing Center - The Writing Center offers free one-on-one tutoring on writing assignments for all Xavier students. Students in an online course can contact the Center at (513) 745-2875 to set up an appointment. Sessions can be conducted in multiple ways, including discussions by phone and by email at writingcenter@xavier.edu. The Writing Center is located in the Conaton Learning Commons room 400. http://www.xavier.edu/writingcenter/

Mathematics Tutoring Lab - The Mathematics Tutoring Lab offers mathematics tutoring for all Xavier students. Students in an online course can contact the Lab at (513) 745-3069 to set up an appointment. The Mathematics Tutoring Lab is located in the Conaton Learning Commons room 419. http://www.xavier.edu/mathematics/Math-Lab.cfm

University Library- The University Library provides research support for all Xavier students. Find books at our library or in OhioLINK. Check out materials and laptops and find a librarian for research help at the Connection Center - 3rd floor Conaton Learning Commons (CLC). Request research help at Ask a Librarian. Use Search@XU on the Library Home page or one of our many Databases to start your research. Find tutorials in XU Tutor for information about using library resources.   Visit the Makerspace in McDonald Library for any creative assignments.

COURSE CALENDAR: Varies according to student tutorial needs.

XAVIER UNIVERSITY MONTESSORI TEACHER EDUCATION PROGRAM
College of Professional Sciences
School of Education
Xavier University Montessori Teacher Education Program

PRACTICUM Coursework (Currently Zero XU credits)

High-Residency Model: 59 hours in person with Katie Keller Wood, Erika Eicholz, Amy Ricketts and 59 hours online Katie Keller Wood, Erika Eicholz, Amy Ricketts, and Brandt Smith

Low-Residency Model: 70 hours online with Steph Bijoch, Kristin Simonson, Barb Scholtz, Amy Ricketts, Katie Keller Wood, Brandt Smith and 50 hours in person with Katie Keller Wood, Amy Ricketts, Erika Eicholz

School of Education Mission Statement:
In keeping with the Jesuit tradition, our mission is to educate men and women to be articulate in work, critical in thought, and competent in the knowledge, skills, and dispositions of their academic disciplines and professional endeavors. As such, they excel in teaching, leading, and serving their respective communities.

This educational mission is furthered by an effective staff and administration, and by a faculty of excellent teachers, scholars, and leaders who serve the needs of the university and its diverse stakeholders. Accordingly, we provide curricula, instruction, and assessment procedures designed to meet the expectations of the specialized professional associations and the respective appropriate related state and national accrediting bodies.

Montessori Teacher Education Program Mission and Vision Statement:
The mission of the Xavier University Montessori Institute is to educate and transform. We engage our community to be creative thought leaders, rooted in Montessori pedagogy, who advocate for human potential. We cultivate a sphere of action through rigorous academic and professional programs guided by our core values of trust, reflection, investigation, inspiration and service.

The Xavier University Montessori Institute will be the global leader in Montessori education, empowering people to experience transformation and become change agents for the common good.

COURSE OVERVIEW:
This year long series of courses encompasses all elements of adult learner's secondary Montessori practicum experience. As a part of their work during Fall Intensive, adult learners will gain an introduction to and experience in Service learning and its connections to cosmic education and adolescent valorization. They will also gain an introduction to the awareness wheel as a tool for conflict resolution and peace education. Adult learners will experience activities that deepen their sense of community and build relationships with their peers, while reflecting on how they will provide similar. Developmentally appropriate experiences for their community of adolescents. Beginning in a Mindfulness Fundamentals Course, and continuing throughout the practicum, adult learners will learn and practice elements of Mindfulness. During Winter Intensive (Minimester 6-7, Low-Residency) participants will have the opportunity to explore what makes secondary Montessori curriculum high quality by sharing their second Cycle of Study, receiving and providing peer feedback, as well explore additional Cycles of Study from

previous CMStep community members. Adult learners completing a Year Long Project will gain guidance and support in designing and implementing a classroom project. This reflective, experiential, supportive practicum process will assist emerging secondary Montessori guides in deepening their understanding of Montessori philosophy, Cosmic Education, and the developmental needs of adolescents.

REQUIRED TEXT & RESOURCES:
- ❑ Listening as an Act of Love
- ❑ *In the Service of Life,*
- ❑ Lost Angels: Skid Row is my Home
- ❑ *Spitwad Sutras,* Robert Inchausti
- ❑ To Kill A Mockingbird
- ❑ *Masters of Love*, Emily Esfahani Smith
- ❑ BBC Video: Maria Montessori
- ❑ *Nurturing the Spirit,* Aline D Wolf
- ❑ *A New Earth,* Eckhart Tolle

STANDARDS and COMPETENCIES (**bolded** standards are addressed in this course)

MACTE Standards:

The adult learner will understand:
       1a. Montessori Philosophy (and methods)
       1b. Human Growth and Development
       1c. Subject matter, including cosmic and peace education, practical life, and the arts
       1d. Community resources for learning
The adult learner will understand the following pedagogical elements:
       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
The adult learner will demonstrate and implement:
       3a. Classroom leadership
       3b. Authentic assessment
       3c. The Montessori philosophy and methods
       3d. Parent/teacher/family partnerships
       3e. Professional responsibilities
       3f. Innovation and flexibility

AMS Standards:

6.4.5.1 Montessori Philosophy *(Core)*
1. **Planes of development**
2. **Montessori's ideas regarding educating adolescents, including the concept of "Erdkinder"**
3. **Montessori's life**

4. **Montessori's concepts and theories including peace and cosmic education.**
5. **Montessori in relation to current research and relevance today**
6. **Personal growth through self-evaluation**
7. **Observation**

6.4.5.2 Classroom Leadership
1. **Current trends and research in secondary education and adolescent development**
2. **Montessori Secondary education models**
3. **The role of the teacher in the Montessori Secondary classroom (e.g., as facilitator, guide, role model, etc.)**
4. **Creating a physically, psychologically, and developmentally prepared learning environment**
5. **Strategies that encourage students to be independent and interdependent**
6. **Coaching, mastery, and experiential learning strategies**
7. **Supporting positive work habits, such as Habits of Mind**
8. **Student leadership and autonomy in the classroom**
9. **Community building and group dynamics**
10. **Collaboration among adults, including team-teaching and working with an assistant**
11. **Classroom management consistent with Montessori philosophy**
12. **Student and teacher record keeping**
13. **Various forms of assessment such as observation, written, performance, self, and use of portfolios**
14. **Professional Development**
15. **AMS Suggested Materials List for Secondary Programs**
16. **Awareness of educational regulation**
17. **Preparation for the next step: high school or college and career readiness**

6.4.5.3 Curriculum Design and Implementation
1. **Meaningful and thematic curriculum that integrates academic subjects and connects with the adolescent**
2. **Global and cosmic perspective**
3. **Elements of a Montessori Secondary program that lead to Valorization, including economic experiences, outdoor education and land-based experiences (Erdkinder), service learning opportunities, career exploration, field studies, and cultural exchange programs**
4. **Structures curriculum and learning activities for large blocks of uninterrupted work time to foster 'flow' and deep concentration that leads to normalization**
5. **Three period lesson design**
6. **Activities in self-discovery, self-construction, social life, and community building**
7. **Divergent and high-level thinking, especially through dialogue and discussions**
8. **Providing choice through multi-intelligence and modalities**
9. **Active and experiential learning**
10. **Small and whole group learning experiences**
11. **Elements that support student interdependence and independence in the classroom**
12. **Practical life appropriate to adolescence**
13. **Appropriate use of technology in the Secondary classroom**
14. **Various forms of formative and summative assessment that lead to mastery**
15. **Time allotted in daily schedule for student personal reflection/time to be silent and alone with self.**

6.4.5.4 Adolescent Psychology *(Foundational)*
1. **Early and middle adolescent stages and application in program development**
2. **Physical development, including brain development**
3. **Cognitive development**

4. **Psycho-social development**
5. **Moral development**
6. **Adolescents' concerns and issues and support service**

6.4.5.5 Communication and Partnership with Families
1. **Teacher as facilitator and model**
2. **Positive and effective interactions with adolescents**
3. **Appropriate channels of communication**
4. **Supporting families and students with cultural sensitivity**
5. **Community resources for additional support**

STUDENT LEARNING OUTCOMES:

Throughout the course of their practicum experience, teacher will demonstrate their ability to:

- Articulate the importance of service learning and its relationship to adolescent valorization and cosmic education
- Reflect on the importance of community in secondary environments and create lessons and activities that will build a strong, positive community in their own environment
- Describe their experience with Mindfulness and maintain a consistent daily practice
- Provide appropriate and meaningful feedback to peers regarding their cycles of study
- Reflect on their own personal growth as Montessori curriculum creators by reviewing and evaluating resources from the CMStep website
- Design and implement a Montessori-based classroom project
- Use observation, self-reflection, professional discourse, and/or quantitative/qualitative date to assess the philosophical integrity of his/her Montessori pedagogy
- Evaluate the effectiveness of his/her instructional practices

EVALUATION/ASSIGNMENTS:

Percentages for each assignment vary based on each course.
Personal reflections on growth and new learning, with ideas for application.
        MACTE Standards: 1a, 2h, 3f
AMS Standards: 6.4.5.1, 6.4.5.2

Participation in and reflection on a service learning opportunity.
MACTE Standards: 1b, 1c, 2c, 2j
AMS Standards: 6.4.5.1, 6.4.5.3, 6.4.5.4

Reflections on observations in a variety of Montessori classroom.
MACTE Standards: 1a, 2a, 2c, 2e, 2h
AMS Standards: 6.4.5.1, 6.4.5.2

Thoughtful reflections on Mindfulness practices and resources shared.
        MACTE Standards: 1b, 1d, 2h
AMS Standards: 6.4.5., 6.4.5.2

Curriculum sharing and peer review
MACTE Standards: 2b. 2d. 2f. 2g. 2i, 3a, 3b, 3c, 3d, 3e, 3f
AMS Standards: 6.4.5.1, 6.4.5.2, 6.4.5.3, 6.4.5.4, 6.5.4.5

Website Search Project
                MACTE Standards: 1d, 2h
AMS Standards: 6.4.5.1

Positive participation group discussions that are based on videos and readings.
        MACTE Standards: 1a, 1b, 1c, 1d
AMS Standards: 6.4.5.1

Complete self-directed exercise and solo time.
MACTE Standards: 1a, 1c, 2h
AMS Standards: 6.4.5.1, 6.4.5.2

A completed Year Long Project, continual reflections throughout the process, and a presentation of work.
MACTE Standards: 1a, 1b, 1c, 2a, 2b, 2f, 2g, 2i, 3a, 3c, 3f
AMS Standards: 6.4.5.1, 6.4.5.2, 6.4.5.3, 6.4.5.4, 6.5.4.5

For all courses, adult learners will be expected to:
Participate positively in all experiential learning activities.

Sufficiently complete all required readings and assignments, in a timely manner, reviewed by instructors.

<u>**GRADING SCALE:**</u>

A	> 94.9%
A-	93.0-94.9%
B+	90.0-92.9%
B	85.0-89.9%
B-	82.0-84.9%
C+	80.0-81.9%
C	75.0-79.9%
C-	72.0-74.9%

<u>**COURSE POLICIES:**</u>
    Attendance: The Xavier University catalogue states "In order to earn credit in any course for which he/she is registered, the student is required to attend classroom and laboratory exercises regularly and promptly. Lack of reasonable attendance as determined by the individual faculty member is reason for denial of credit for a course and possible course failure."
    <u>From the CMStep Handbook:</u>
    Attendance at classes, Zoom sessions, demonstrations, labs, and off-site experiences are considered part of the AMS course hour requirements for certification. Attendance is taken at the beginning of each class, and any absence is shared with the Executive Director or Cohort Director. Attendance is Mandatory.
    Online learning has the benefit of offering flexible hours during which the adult learner can choose to complete coursework. Within the context of online learning, missed deadlines have the same effect as in-residence absences would. Communication of expected missed deadlines is essential to successfully completing an online course. Any late work that has not been communicated about ahead of time will be considered unexcused. Any adult learner with unexcused late/missing work will receive notice and may be placed on probation.
    During times the adult learner is required to be in-residence, adult learners may only be excused in the case of severe illness or a death or birth in the immediate family. Any absence must be reported to

the CMStep Directors, and any absence not reported will be considered as unexcused. Any adult learner with one or more unexcused absences will receive notice and will be on probation.

All aspects of the training are essential. Therefore, when one day of in-residence class is missed, it may be required that the entire course must be retaken. Students who miss two or more days within a course will be required to make up the entire course during the course's next scheduled session, and so may need to pause training for up to one year. As soon as the make-up work has been completed, the course instructor will approve completion of make-up so the certification process can proceed.

Academic Honesty: The School of Education values academic honesty. It is expected that each student will submit original work. Where others' works and ideas are used, citations must be included. Please refer to the *Xavier University Catalog* for the official statement and consequences.

ACADEMIC INTEGRITY:
Professionalism- Professional behavior is that which is expected of all teachers and is what you have come to expect of your teachers. This course is part of a teacher preparation program that leads to professional licensure and American Montessori Society credentials. Students are required to demonstrate behavior consistent with a professional career. In particular, students are expected to:

• Attend all class meetings and be on time. The professor should be notified of any absences in advance. More than two absences may result in the candidate's need to withdraw from the class. Extended Medical or Family Emergency absences should be approved through the Dean of Social Science, Health and Education's office.   "Reasonable attendance at all class meetings of courses for which a student has registered is expected of students as a condition for granting of academic credit. Lack of reasonable attendance as determined by the individual faculty member is reason for denial of credit for a course and possible course failure." (Xavier University Catalogue)
• Be responsible for your learning, prepare carefully and completely for class. Students should read the text and handout assignments as indicated on the course calendar and prepared to discuss the assigned readings during class. Correct grammar, mechanics, and spelling must be evident in all work that is submitted. The standards for quality of graded written assignments are high.
• Interact professionally with professor, classmates, and cooperating teachers. Professional behavior includes cooperation with other students, faculty and school personnel. Be on time and be prepared! (See the Professional Disposition paper)
• Be Honest! The Childhood Education and Literacy Department values academic honesty. It is expected that each student will submit original work. Where others' works and ideas are used, citations must be included. Please refer to the Xavier University student catalog for the official statement.
• All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited, as is the use of any work untruthfully submitted as one's own. Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an "F" in the course, and expulsion from the University" Your instructor may use plagiarism detecting software, such as Turn-It-In, to review your written assignments.
• Assignments are due on the date noted on the syllabus. Grades for assignments submitted past the due date will follow the class absence and grade form, see attached.
• Please view the University policy on Academic Honesty, http://www.xavier.edu/library/xu-tutor/Xaviers-Policy-on-Academic-Honesty.cfm

Participation- *All students are expected to participate in the class experience. Participation is also required as part of your grade. As a professional, you are expected to be on time and attend each class. You are expected to participate in reading reflections, discussions, and activities during class, as*

well as to come to class prepared.

Full participation: asking questions, listening respectfully to all others' questions and comments, supportive and constructive colleague to all class members; Students are expected to create a conversation and share information during class time. Each interaction will be noted by the instructor in each class. Qualitative data will be taken in anecdotal form and compiled at the end of the semester.

To learn, one must be present.
If you choose to use a computer for note taking, you must be present and engaged in the learning process around you. You will be asked on occasion to share your notes.

Inclusivity Statement:
I am committed to providing an atmosphere for learning that respects diversity and in which all students feel comfortable and safe to learn. In order to build a classroom community I ask that students:

• share their unique experiences, values and beliefs;
• be open to the views of others ;
• honor the uniqueness of their peers;
• appreciate the opportunity that we have to learn from each other in this community;
• communicate in a respectful manner;
• keep confidential discussions that the community has of a personal (or professional) nature;
• utilize this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the Xavier community.

Academic Support:
Learning Assistance Center - The Learning Assistance Center (LAC) provides support services to facilitate learning. The LAC has two main purposes: tutoring and disability services. The tutoring services include subject specific tutoring, drop-in sessions, study skills assistance, and Supplemental Instruction (SI). For students with documented disabilities, services include accommodations such as extended time on exams, reduced distraction testing environment, note-taking assistance, and assistive technology. Services are provided in a positive and encouraging environment, which promotes appreciation for diversity and cura personalis. Students in an online course can contact the LAC at (513) 745-3280 to set up an appointment. The LAC is located in the Conaton Learning Commons room 514. http://www.xavier.edu/lac

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http://www.xavier.edu/mathematics/Math-Lab.cfm

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COURSE CALENDAR: Varies according to student tutorial needs.

XAVIER UNIVERSITY MONTESSORI TEACHER EDUCATION PROGRAM
College of Professional Sciences
School of Education
Xavier University Montessori Teacher Education Program

EDME516-C1: Pedagogy of Place (3 *credits*)

High-Residency Model: 50 hours in person with Drew Ramsey, Mindy Mahar, Steph Bijoch, Danielle Odom
Low-Residency Model: 20 hours online with Steph Bijoch, Mindy Mahar and 36 hours in person with Amy Ricketts, Kristin Simonson, Steph Bijoch, Brandt Smith

School of Education Mission Statement:
In keeping with the Jesuit tradition, our mission is to educate men and women to be articulate in work, critical in thought, and competent in the knowledge, skills, and dispositions of their academic disciplines and professional endeavors. As such, they excel in teaching, leading, and serving their respective communities.

This educational mission is furthered by an effective staff and administration, and by a faculty of excellent teachers, scholars, and leaders who serve the needs of the university and its diverse stakeholders. Accordingly, we provide curricula, instruction, and assessment procedures designed to meet the expectations of the specialized professional associations and the respective appropriate related state and national accrediting bodies.

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The Xavier University Montessori Institute will be the global leader in Montessori education, empowering people to experience transformation and become change agents for the common good.

COURSE OVERVIEW:
This course builds on the experiences of the Erdkinder course to teach adult learners the hallmarks of building high-quality field studies which align with curricular aims and meet the needs of the adolescent, providing opportunities for valorization. Adult learners both participate in a pedagogy of place experience (a neighborhood field study) and they build the curricular elements to offer such an experience in their own school settings, from budgets and parent communication, to community building, to lesson planning.

REQUIRED TEXT & RESOURCES:
Last Child in the Woods, by Richard Louv
The Danger of a Single Story, by Chimamanda Adichie
Pedagogy of Place, by Pat Ludick

STANDARDS and COMPETENCIES (**bolded** standards are addressed in this course)

The adult learner will understand:

1a. Montessori Philosophy (and methods)

1b. Human Growth and Development

1c. Subject matter, including cosmic and peace education, practical life, and the arts

1d. Community resources for learning

The adult learner will understand the following pedagogical elements:

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

The adult learner will demonstrate and implement:

3a. Classroom leadership

3b. Authentic assessment

3c. The Montessori philosophy and methods

3d. Parent/teacher/family partnerships

3e. Professional responsibilities

3f. Innovation and flexibility

AMS Standards:

6.4.5.1 Montessori Philosophy *(Core)*

1. **Planes of development**
2. **Montessori's ideas regarding educating adolescents, including the concept of "Erdkinder"**
3. Montessori's life
4. **Montessori's concepts and theories including peace and cosmic education.**
5. **Montessori in relation to current research and relevance today**
6. **Personal growth through self-evaluation**
7. **Observation**

6.4.5.2 Classroom Leadership

1. Current trends and research in secondary education and adolescent development
2. **Montessori Secondary education models**
3. **The role of the teacher in the Montessori Secondary classroom (e.g., as facilitator, guide, role model, etc.)**
4. **Creating a physically, psychologically, and developmentally prepared learning environment**
5. **Strategies that encourage students to be independent and interdependent**
6. **Coaching, mastery, and experiential learning strategies**
7. **Supporting positive work habits, such as Habits of Mind**
8. **Student leadership and autonomy in the classroom**
9. **Community building and group dynamics**
10. **Collaboration among adults, including team-teaching and working with an assistant**
11. Classroom management consistent with Montessori philosophy
12. Student and teacher record keeping

13. Various forms of assessment such as observation, written, performance, self, and use of portfolios
14. Professional Development
15. AMS Suggested Materials List for Secondary Programs
16. Awareness of educational regulation
17. Preparation for the next step: high school or college and career readiness

6.4.5.3 Curriculum Design and Implementation
1. **Meaningful and thematic curriculum that integrates academic subjects and connects with the adolescent**
2. **Global and cosmic perspective**
3. **Elements of a Montessori Secondary program that lead to Valorization, including economic experiences, outdoor education and land-based experiences (Erdkinder), service learning opportunities, career exploration, field studies, and cultural exchange programs**
4. Structures curriculum and learning activities for large blocks of uninterrupted work time to foster 'flow' and deep concentration that leads to normalization
5. Three period lesson design
6. **Activities in self-discovery, self-construction, social life, and community building**
7. **Divergent and high-level thinking, especially through dialogue and discussions**
8. **Providing choice through multi-intelligence and modalities**
9. **Active and experiential learning**
10. **Small and whole group learning experiences**
11. **Elements that support student interdependence and independence in the classroom**
12. **Practical life appropriate to adolescence**
13. Appropriate use of technology in the Secondary classroom
14. Various forms of formative and summative assessment that lead to mastery
15. Time allotted in daily schedule for student personal reflection/time to be silent and alone with self.

6.4.5.4 Adolescent Psychology *(Foundational)*
1. **Early and middle adolescent stages and application in program development**
2. **Physical development, including brain development**
3. **Cognitive development**
4. **Psycho-social development**
5. **Moral development**
6. **Adolescents' concerns and issues and support service**

6.4.5.5 Communication and Partnership with Families
1. **Teacher as facilitator and model**
2. **Positive and effective interactions with adolescents**
3. **Appropriate channels of communication**
4. **Supporting families and students with cultural sensitivity**
5. **Community resources for additional support**

STUDENT LEARNING OUTCOMES:
Adult learners will build a field study for their own schools/classrooms that is ready to be implemented, and which meets both curricular standards and the developmental needs of the adolescent, in keeping with Montessori philosophy for the third plane. Adult learners will be able to articulate for each pedagogical choice the connections between curricular standards, adolescent developmental needs, and Montessori philosophy and methods as they apply to the third plane of development.

EVALUATION/ASSIGNMENTS:

Daily (in person) or Weekly (online) Self and Instructor Evaluation 7%
  Includes:
- Personal reflections on growth and new learnings, with ideas for application

  AMS standards assessed: 6.4.5.1, 6.4.5.2, 6.4.5.3, 6.4.5.5
  MACTE standards assessed: 1a., 3c, 1c, 2e., 2h., 2j., 3a., 3e., 3f.

Seminar Preparation and Discussion Participation 8%
  Includes:
- Successful completion of all required readings, reviewed by instructor
- Positive participation in all in-person or online course discussions

  AMS standards assessed: 6.4.5.1, 6.4.5.2, 6.4.5.3, 6.4.5.5
  MACTE standards assessed: 1a., 3c, 1c, 2e., 2h., 2j., 3a., 3e., 3f.

Project: Field Study Creation 64%
  Includes submission of the following field study elements:
- Cover sheet, containing academic objectives/standards, matched to theme and adolescent needs/characteristics
- Travel and logistics plans
- Budget
- Planning calendar
- Daily Itinerary
- Daily student assignments
- Student work checklist
- Parent communications
- Lesson Plans for opening and closing experiences
- Seminar pieces, including clustered questions and connections to themes of the field study
- Group Initiative(s)
- Student Leadership Rubric
- Student Self-Assessment Tool
- Service opportunity
- List of remaining logistical work necessary to fully implement the field study

  AMS standards assessed: 6.4.5.1, 6.4.5.2, 6.4.5.3, 6.4.5.4, 6.4.5.5
  MACTE standards assessed: 1a, 1c, 1d, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 2i, 2j, 3b, 3c, 3d, 3e, 3f

Rationale Paper* 21%
  Includes:
- A student explanation and reflective self-evaluation of the field study project
- Articulation of how specific elements of the cycle of study connect to Montessori philosophy and the needs of the adolescent, referencing concepts from prior CMStep courses.

*This rationale paper also builds to the final synthesis paper of the training program, which functions as the MEd comprehensive exam for students pursuing graduate credit with Xavier University. This final synthesis is submitted and assessed at the end of all training.

AMS standards assessed: 6.4.5.1, 6.4.5.2, 6.4.5.3, 6.4.5.4, 6.4.5.5
MACTE standards assessed: 1a, 1c, 1d, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 2i, 2j, 3b, 3c, 3d, 3e, 3f

<u>GRADING SCALE</u>:

A	> 94.9%
A-	93.0-94.9%
B+	90.0-92.9%
B	85.0-89.9%
B-	82.0-84.9%
C+	80.0-81.9%
C	75.0-79.9%
C-	72.0-74.9%

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• be open to the views of others ;
• honor the uniqueness of their peers;
• appreciate the opportunity that we have to learn from each other in this community;
• communicate in a respectful manner;
• keep confidential discussions that the community has of a personal (or professional) nature;
• utilize this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the Xavier community.

Academic Support:

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Office of Student Success -

Location: 514 Conaton Learning Commons
Phone: 513-745-3036
Email: studentretention@xavier.edu

The Staff in the Office of Student Success is available to assist students to make the most of their Xavier experience. Personal staff consultations, success coaching, referrals to on-campus Solution Centers, and guiding students to effectively navigate their college experience are central to our work. Please visit www.xavier.edu/student-success to learn more or visit us in the Conaton Learning Commons.

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University Library- The University Library provides research support for all Xavier students. Find books at our library or in OhioLINK. Check out materials and laptops and find a librarian for research help at the Connection Center - 3rd floor Conaton Learning Commons (CLC). Request research help at Ask a Librarian. Use Search@XU on the Library Home page or one of our many Databases to start your research. Find tutorials in XU Tutor for information about using library resources.   Visit the Makerspace in McDonald Library for any creative assignments.

COURSE CALENDAR: Varies according to student tutorial needs.

XAVIER UNIVERSITY MONTESSORI TEACHER EDUCATION PROGRAM
College of Professional Sciences
School of Education
Xavier University Montessori Teacher Education Program

Course Name EDME 512– C1: Structure and Organization (3 *credits*)
Semester

High-Residency Model: 80 hours in person with Savannah Rabal and Josh Vogt

Low-Residency Model: 40 hours online with Kristin Simonson and Barb Scholtz
and 33 hours in person with Amy Ricketts, Kristin Simonson, Steph Bijoch, and Brandt Smith

School of Education Mission Statement:
*In keeping with the Jesuit tradition, our mission is to educate men and women to be articulate in work,
critical in thought, and competent in the knowledge, skills, and dispositions of their academic disciplines
and professional endeavors. As such, they excel in teaching, leading, and serving their respective
communities.*

*This educational mission is furthered by an effective staff and administration, and by a faculty of excellent
teachers, scholars, and leaders who serve the needs of the university and its diverse stakeholders.
Accordingly, we provide curricula, instruction, and assessment procedures designed to meet the
expectations of the specialized professional associations and the respective appropriate related
state and national accrediting bodies.*

Montessori Teacher Education Program Mission and Vision Statement:
*The mission of the Xavier University Montessori Institute is to educate and transform. We
engage our community to be creative thought leaders, rooted in Montessori pedagogy, who
advocate for human potential. We cultivate a sphere of action through rigorous academic and
professional programs guided by our core values of trust, reflection, investigation, inspiration
and service.*

*The Xavier University Montessori Institute will be the global leader in Montessori education,
empowering people to experience transformation and become change agents for the common
good.*

COURSE OVERVIEW:
This course is a continuation of Curriculum Development, where adult learners who are in the final
months of their practicum self-assess and hone their personal teaching practices in the following areas:
Anti-Bias, Anti-Racist teaching practices, classroom routines, teacher and student organization and
management principles, and assessment and evaluation. Adult learners connect all classroom practices to
Montessori philosophy and the needs of the adolescent.

REQUIRED TEXT & RESOURCES:

This Book is Anti-Racist, by Tiffany Jewell
Stamped Remix, by Ibram X Kendi and Jason Reynolds
Me and White Supremacy, by Layla Saad
How to be an Antiracist, by Ibram X Kendi
Socratic Circles, by Matt Copeland
Selected short stories for Seminar discussions and practice
Montessori Today, by Paula Polk Lillard
Grading Practices review of research, via the Marshall Memo

STANDARDS and COMPETENCIES (bolded standards are addressed in this course)

MACTE Standards:

The adult learner will understand:

> **1a. Montessori Philosophy (and methods)**
> 1b. Human Growth and Development
> **1c. Subject matter, including cosmic and peace education, practical life, and the arts**
> **1d. Community resources for learning**

The adult learner will understand the following pedagogical elements:

> 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**

The adult learner will demonstrate and implement:

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

AMS Standards:

6.4.5.1 Montessori Philosophy *(Core)*

1. Planes of development
2. **Montessori's ideas regarding educating adolescents, including the concept of "Erdkinder"**
3. Montessori's life
4. **Montessori's concepts and theories including peace and cosmic education.**
5. Montessori in relation to current research and relevance today
6. **Personal growth through self-evaluation**
7. Observation

6.4.5.2 Classroom Leadership

1. **Current trends and research in secondary education and adolescent development**

2. **Montessori Secondary education models**
3. **The role of the teacher in the Montessori Secondary classroom (e.g., as facilitator, guide, role model, etc.)**
4. **Creating a physically, psychologically, and developmentally prepared learning environment**
5. **Strategies that encourage students to be independent and interdependent**
6. **Coaching, mastery, and experiential learning strategies**
7. **Supporting positive work habits, such as Habits of Mind**
8. **Student leadership and autonomy in the classroom**
9. **Community building and group dynamics**
10. **Collaboration among adults, including team-teaching and working with an assistant**
11. **Classroom management consistent with Montessori philosophy**
12. **Student and teacher record keeping**
13. **Various forms of assessment such as observation, written, performance, self, and use of portfolios**
14. **Professional Development**
15. **AMS Suggested Materials List for Secondary Programs**
16. **Awareness of educational regulation**
17. **Preparation for the next step: high school or college and career readiness**

6.4.5.3 Curriculum Design and Implementation
1. **Meaningful and thematic curriculum that integrates academic subjects and connects with the adolescent**
2. **Global and cosmic perspective**
3. **Elements of a Montessori Secondary program that lead to Valorization, including economic experiences, outdoor education and land-based experiences (Erdkinder), service learning opportunities, career exploration, field studies, and cultural exchange programs**
4. **Structures curriculum and learning activities for large blocks of uninterrupted work time to foster 'flow' and deep concentration that leads to normalization**
5. **Three period lesson design**
6. **Activities in self-discovery, self-construction, social life, and community building**
7. **Divergent and high-level thinking, especially through dialogue and discussions**
8. **Providing choice through multi-intelligence and modalities**
9. **Active and experiential learning**
10. **Small and whole group learning experiences**
11. **Elements that support student interdependence and independence in the classroom**
12. **Practical life appropriate to adolescence**
13. **Appropriate use of technology in the Secondary classroom**
14. **Various forms of formative and summative assessment that lead to mastery**
15. **Time allotted in daily schedule for student personal reflection/time to be silent and alone with self.**

6.4.5.4 Adolescent Psychology *(Foundational)*
1. **Early and middle adolescent stages and application in program development**
2. **Physical development, including brain development**
3. Cognitive development
4. Psycho-social development
5. Moral development
6. **Adolescents' concerns and issues and support service**

6.4.5.5 Communication and Partnership with Families
1. **Teacher as facilitator and model**
2. **Positive and effective interactions with adolescents**
3. **Appropriate channels of communication**
4. **Supporting families and students with cultural sensitivity**
5. **Community resources for additional support**

STUDENT LEARNING OUTCOMES:
The adult learner will create and share specific, classroom-ready products (including routines and practices) that bring their personal teaching practices into further alignment with best practices for Montessori secondary education. They will be able to articulate how and why each proposed product meets a current classroom need and is aligned with both Montessori Philosophy and the needs of the adolescent.

EVALUATION/ASSIGNMENTS:
Daily (high res) or Weekly (low res) assignments and self-evals   182 points (45%)
>   Includes:
- Successful completion of all required readings and assignments
- Positive participation in all in-person or online course discussions
- Personal reflections on growth and new learnings, with ideas for application
- Group work: final synthesis brainstorming
- Partner work: preparation for student seminar options

>   AMS standards assessed: 6.4.5.1, 6.4.5.2, 6.4.5.3, 6.4.5.4, 6.4.5.5
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Classroom-Ready Products and Presentation   218 points (55%)
>   Includes:
- Submission of 9 products in various categories with written rationale documents to describe connections between the product and adolescent needs, Montessori philosophy, and academic requirements.
- Categories include: Anti-Bias, Anti-Racist teaching practices, classroom routines, teacher and student organization and management principles, and assessment and evaluation

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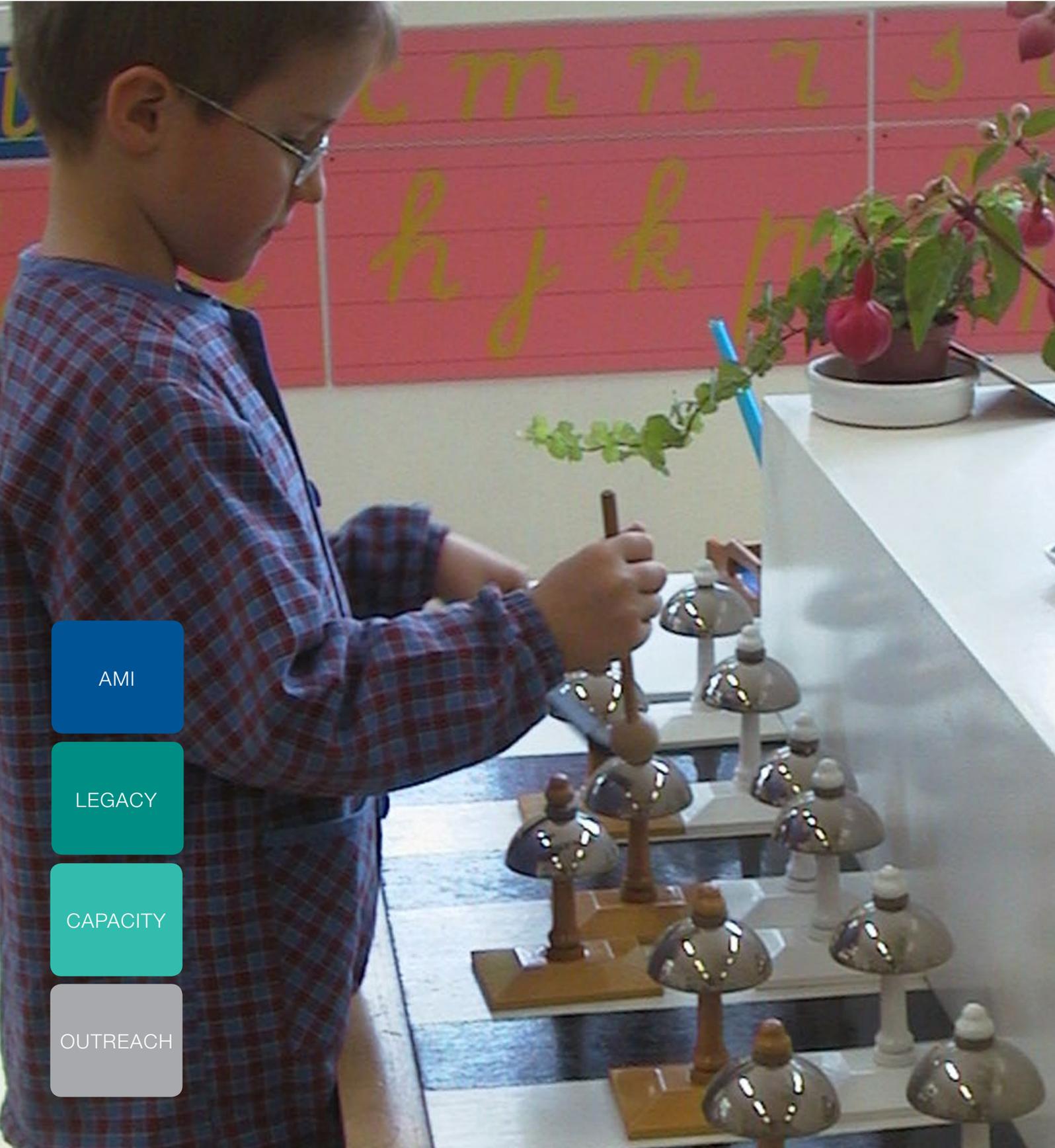http://www.xavier.edu/mathematics/Math-Lab.cfm

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COURSE CALENDAR: Varies according to student tutorial needs.

![Association Montessori Internationale AMI logo]

AMI MONTESSORI DIPLOMA
CHILDREN'S HOUSE 3-6

Course Brochure

AMI

LEGACY

CAPACITY

OUTREACH

Course Description:	An in-depth study of Montessori pedagogy focusing on the developmental needs of children from three to six years of age.
Qualification Delivery:	At least 400 hours of classroom-based training including lectures, a minimum of 140 hours of supervised practice with Montessori materials and 170 hours of observation and teaching practicum in Montessori settings.
Qualification Prerequisites:	Please contact training centres for any prerequisities.
Application Requirements:	AMI Montessori Diploma course applicants are typically required to provide the following with their application: • Current resume • Certified copies of all academic transcripts • Short essay, written in the applicant's own words • Signed reference letters
Qualification Award:	The AMI Diploma is awarded upon satisfactory completion all AMI and course requirements: • Submission of original albums • Required reading • Material making • Practice with Montessori materials under supervision • Observation of children in Montessori settings • Teaching Practicum • 90% attendance • Successful completion of written and oral examinations
Qualification Units:	Completion of the units as specified is required for award of this qualification.
Required Reading:	By Dr Maria Montessori: • The Secret of Childhood • The Discovery of the Child • The Absorbent Mind • The Formation of Man • Education and Peace • The Advanced Montessori Method, Vol. 1 • 1946 London Lectures • The Four Planes of Education (AMI Pamphlet) By Mario M. Montessori, Sr: • The Human Tendencies and Montessori Education (AMI Pamphlet)

Recommended Reading:	By Dr Maria Montessori:	• From Childhood to Adolescence • To Educate the Human Potential • Education for a New World • The Child in the Family • The Child, Society and the World
	By Silvana Quattrocchi Montanaro MD:	• Understanding the Human Being
	By Mario M. Montessori, Jr:	• Education for Human Development
	By E.M. Standing:	• Maria Montessori – Her Life and Work

Course Units:

TITLE	CODE	DESCRIPTION
The Montessori Philosophy, Psychology and Child Development	AMID201	This course component introduces Dr Maria Montessori's philosophy and psychology of human development, focusing on early learning and child development from three to six years of age.
The Child's Acquisition of Fundamental Learning Skills	AMID202	This course component introduces the exercises of daily life (practical life). These exercises promote coordination of movement, independent function, social grace, self-esteem, impulse control, empathy, attention and concentration through the integration of mind and body.
The Development and Education of the Senses	AMID203	This course component introduces the activities known in Montessori education known as Exercises for the Education of the Senses. These are designed to lead the child to an intelligent and imaginative exploration of the world. Content includes identification of a child's process of classifying his world, problem solving, decision making and critical thinking. This area includes extensions in the areas of music, geometry, geography and botany.
Language and Literacy	AMID204	This course component introduces exercises for the development of spoken and written language, reading readiness, pre-reading and reading skills appropriate for children ages 3-6. Content includes a focus on self-confidence and self-expression within a social setting. There is also emphasis on spoken and written language in the areas of daily life, story telling, composition, literature, geography, history, biology, science, music, art, as well as the functional aspects of grammar, syntax and reading analysis.

Course Units:

TITLE	CODE	DESCRIPTION
Mathematics	AMID205	This course component is designed to explore the way in which a young child develops their 'mathematical mind' and to show by demonstration and lecture the Montessori activities that provide sensorial foundations for geometry and algebra, counting and arithmetic.
Montessori Materials and their Role in Assisting Child Development	AMID206	The aim of this subject is to acquire a deep understanding of the qualities of the Montessori materials and their function as aids to child development.
The Critical Role of Observation	AMID207	The aim of this subject is to observe children in Montessori classrooms in order to appreciate the role of observation as a major source of information about the child. Through the experience the student will come to realise the role of exact, detailed, objective observations in facilitating a greater understanding of the Montessori theory of growth and development. An additional aim is to raise awareness of the importance and nature of the interactions between the child, the adult and the prepared environment.
Montessori Professional Experience	AMID208	The aim of this subject is to provide the opportunity to work under the direction of a qualified and experienced Montessori teacher, to apply the acquired theoretical knowledge of child growth and development to practical situations in established Montessori classrooms.
Educational Theory and Practice	AMID209	This subject will introduce students to a selection of theories of education and child development. The students will be introduced to the profound nature and effects of parent/child issues on the development of young children.

Course Units:

TITLE	CODE	DESCRIPTION
Administration	AMID210	This subject will assist in informing and preparing students for the administrative and professional environment in which they are likely to be working.
Legal Issues and OHS	AMID211	This subject will assist in informing and preparing students for the administrative and professional environment in which they are likely to be working.
Reading and Discussions Sessions	AMID212	The students are to read books and make use of them for both their written work/essays as well as practice with material and related discussions. The course reading list includes required and recommended titles.
Written Work	AMID13	Each student shall compile an individual manual for each area of the Course. These manuals should include an introduction to each area; a description of each piece of material; the age of the child working with the material; and the aims and purposes of the material. The manuals are the student's personal record of their course work; the work is supervised with a final assessment at the end of the Course. In order to clarify the basic points connected with Montessori child psychology the students are to write essays on topics supplied by the Course.
Material Making	AMID14	Under supervision students will also engage in material making. All such materials are checked by the Trainer(s).

Association Montessori Internationale

The Association Montessori Internationale (AMI) was founded in 1929 by Maria Montessori to maintain the integrity of her life's work, and to ensure that it would be perpetuated after her death. AMI is the recognised international authority on Montessori education. During its long history AMI has fostered the growth and development of Montessori programmes and teacher training, and worked to support the development and education of children and young adults in a vast variety of settings throughout the world.

AMI is a Non-Governmental Organisation (NGO) associated with the United Nations Department of Public Information (since 1985) and an NGO in operational relations with UNESCO (since 1962).

The Mission

The mission of the Association Montessori Internationale is to support the natural development of the human being from birth to maturity, enabling children to become the transforming elements of society, leading to a harmonious and peaceful world.

AMI Montessori Training

The Association Montessori Internationale accredits training centres throughout the world. These centres offer AMI diploma courses that are internationally recognised for their high standard and authenticity.

The courses offered by the Association Montessori Internationale prepare adults to work with children at the following levels: Assistants to Infancy (0-3), Primary (3-6), First Plane (0-6) and Elementary (6-12). Work is also underway to document the current body of knowledge relating to Montessori education for the 12-18 year age group and an Orientation for teachers (in collaboration with NAMTA) is available.

Each year thousands of teachers and classroom assistants are trained worldwide. The number of AMI teachers graduating is still less than demand which is due to the worldwide recognition of the quality of the AMI Diploma.

All training centres are staffed by highly qualified AMI teacher trainers, and a pedagogical team of experienced advisors ensures that the objectives of Maria Montessori's pedagogical principles are maintained. Students are examined by external examiners, appointed by AMI, to further ensure the high standard and integrity of the courses. Training centres may also run courses at more than one geographical site.

AMI

LEGACY

CAPACITY

OUTREACH

Loyola University Maryland
Primary Montessori Education
Course of Study

Summer 2017

MO 630	Human Relations and Self Awareness Among Young Children	(3 cr)
MO 634	Foundations of the Montessori Method	(3 cr)
		6 credits

Summer 2018

MO 635	Perceptual Motor Development	(3 cr)
MO 626	Practicum Part 1	(3 cr)
MO 631	Language Arts/Reading – Curriculum and Instruction	(3 cr)
MO 636	Teaching Strategies and Social Development	(3 cr)
	12 credits	

Summer 2019

MO 632	Mathematics and Science Curriculum and Instruction	(3cr)
MO 633	Creative Activities (Music, Art, Movement, and Drama	(3cr)
MO 628	Practicum Part 2	(3cr) *Comprehensive*
Examinations	**9 credits**	

M.Ed. Summer 2020-20121**** must be completed by Summer 2021

ED 600	Foundations of Educational Research	(3 cr)
RS 769	Teaching Students with Special Needs	(3 cr)
ED 625	Advanced Studies in Education	(3 cr)
		9 credits

TOTAL	**36 credits**

CAS students are required to take one additional course, ED627 – Advanced Research Project in Montessori Education. This 30-credit program, dependent upon the format in which an individual enrolls, can take 30, 27, 18, or 15 months to complete.

Primary Montessori Education: Course Evaluation Criteria

Title: **HUMAN RELATIONS AND SELF AWARENESS 630**

Purpose:
To show by demonstration and lecture a group of activities known in Montessori education as the Practical Life Exercises. These exercises are designed to enable independent functioning, social grace, and self-esteem among children between the ages of three and six plus years. Content includes Development of Coordinated Movement, Health, Safety both indoors and outdoors, and spontaneous, free choice of activities.

Evaluation:
10%   Satisfactory participation in class and practice
20%   Hands-on practice of the materials and activities
40%   Student's Practical Life teaching manual
20%   Theory Paper: Introduction to the Practical Life Exercises
10%   Handmade Practical Life materials

Title: **FOUNDATIONS of the MONTESSORI METHOD 634**

Purpose:
To give a survey of the development of the young child in accordance with the psychology of Montessori. Particular emphasis is given to children three to six plus years old.

Evaluation:
10%   Satisfactory participation in class and practice
          Theory papers:
10 %   The Human Tendencies
20 %   The Absorbent Mind
20%   Sensitive Periods
20%   The Four Planes of Development
20%   The Prepared Environment

Title: **PERCEPTUAL-MOTOR DEVELOPMENT 635**

Purpose:
To show by demonstration and lecture a group of activities known in Montessori education as Exercises for the Education for the Senses that are designed to lead the child to an intelligent and imaginative exploration of the world. Content includes identification of a child's process of classifying his world, problem solving, and critical thinking.

Evaluation:
10%   Satisfactory participation in class and practice
20%   Hands-on practice of the materials and activities
40%   Student's Sensorial teaching manual
20%   Theory Paper: Introduction to Sensorial Exercises
10%   Handmade Sensorial materials

Title: **PRACTICUM (PART 1) 626**

Purpose: To practice the various professional and personal skills which a Montessori
teacher uses. By observing under a qualified Montessori teacher with a group of
children, the student may focus on one professional task at a time.

Evaluation:
 5%   Observation records: completed correctly and submitted on time
30%   Observation journal and records – Observation I
40%   Observation journal and records – Observation II
25%   Theory paper: Observation

Title: **LANGUAGE ARTS/READING CURRICULUM AND INSTRUCTION 631**

Purpose:
To show by demonstration and lecture the exercises for the development of spoken and written language
development, pre-reading and reading skills appropriate for children from three to six plus years. Content
includes a focus on self-confidence and self-expression within a social setting. There is also emphasis on spoken
and written language in the areas of daily life, story telling, composition, literature, geography, history, biology,
science, music, art, as well as the functional aspects of grammar, syntax, and reading analysis.

Evaluation:
10%   Satisfactory participation in class and practice
20%   Hands-on practice of materials and activities
35%   Student's Language teaching manual
10%   Handmade Language materials
20%   Theory Paper: Introduction to Language
 5%   Notes on Language extensions

Title: **MATHEMATICS AND SCIENCE CURRICULUM AND INSTRUCTION 632**

Purpose: To show by demonstration and lecture the exercises of mathematics and
science which give sensorial foundations for counting, arithmetic, geometry,
algebra, and fractions of whole numbers, as well as for biological and physical
science experiences appropriate for young children.

Evaluation:
10%   Satisfactory participation in class and practice
20%   Hands-on practice of materials and activities
40%   Student's Mathematics teaching manual
20%   Theory Paper: Introduction to Math paper
10%   Geography Folders

Title: **CREATIVE ACTIVITIES (MUSIC, ART, MOVEMENT AND DRAMA) 633**

Purpose: To focus on developing potentialities as the basis for designing learning
    experiences in art, music, movement, drama, and literature.

Evaluation:
40%   Satisfactory participation in class and group activities
40%   Collective Activities folder
10%   Presentation of song to group
10%   Presentation of movement activity to group

Title: **TEACHING STRATEGIES AND SOCIAL DEVELOPMENT 636**

Purpose:
To workshop teacher-learner interaction, analyze planning techniques and learning environments, general
classroom management, and inter-personal relationships.

Evaluation:
10%   Satisfactory participation in class and practice
        Theory Papers:
10%   Social Development
10%   Deviations and Normalization
10%   Freedom and Discipline
10%   The Role of the Adult
50%   Notes on practice teaching records

Title: **PRACTICUM (PART 2) 628**

Purpose: To practice the various professional and personal skills which a Montessori
         teacher uses. By working under a qualified Montessori teacher with a group of
         children, the student may focus on one professional task at a time.
         Student teachers may discern which facets of their personalities are most
         effective with young children at this stage of development.

Evaluation:
 5%   Practice teaching records: completed correctly and submitted on time
40%   Practice teaching records and self-evaluations – Session I
40%   Practice teaching records and self-evaluations – Session II
15%   Staff visit and evaluation of practice teaching

WRITTEN AND ORAL COMPREHENSIVE EXAMINATIONS

Students must receive a passing grade in each section of the written and oral exam in order to pass the
examination.

PART III

THE AMI 3-6 DIPLOMA COURSE
Academic Year 2020-2021

The AMI 3-6 Diploma Course is a graduate level course. It leads to the AMI 3-6 Diploma. Applicants should have a bachelor's degree. Those without the degree will be considered on the basis of maturity, life and work experience, application materials, and an interview. Maximum course enrollment is 40, with a candidate to instructor ratio of 20/1.

MINT partners with three institutions of higher learning that award credit for the AMI 3-6 and 6-12 training towards the Master's Degree in Education: Endicott College, Southern Methodist University (SMU), and the University of Hartford. Information is available on MINT's website, www.montessori mint.org. Endicott College also awards credit for the AMI 0-3 training.

Course Calendar
(subject to change)

SPECIAL PROVISIONS FOR 2020-2021 Academic Year 3-6 Diploma Course

As an accommodation to the current restrictions due to the COVID-19 Pandemic, the 2020-2021 Academic Year 3-6 Diploma Course will begin on September 9 in distance learning format. It is the expectation that when local COVID-19 conditions allow, in-person delivery of this course at MINT will resume as scheduled. Attendance is mandatory for all online sessions, and once on-site course delivery resumes students will be required to attend all sessions in person at MINT. The course schedule may be subject to additional adjustments as conditions require. The following Course Calendar does not include dates for the observation/practice teaching requirements. These requirements will be scheduled at a later date as local COVID-19 conditions permit.

Course Calendar
September 9, 2020 - May 20, 2021

	First day of Course
September 9, 2020 November 23-27,	Fall Break
2020 Dec. 21, 2020 – Jan. 1, 2021	Winter Break (class resumes January
January 18, 2021	4, 2021)
February 15, 2021	
March 15-19, 2021	Martin Luther King, Jr. Day (no class)
April 28, 2021	Presidents Day (no class)
April 30, 2021	Spring Break
May 17-19, 2021	Written Examination (Paper A)
May 20, 2021	Written Examination (Paper B)
	Oral Examinations*
*Proposed dates. Final dates	Graduation*
determined by AMI	

Daily Schedule

During on-site course delivery classes are held from 9:00 AM to 3:00 PM. In addition, the center may at times be open beyond the class hours for continued practice with the materials. The day typically includes a mixture of lectures, demonstrations, reading seminars, discussion, and hands on practice with materials. During supervised practice, trainees are expected to be in the prepared environment (model classroom) for practice with the Montessori materials.

Course Overview

Lecture, Demonstration and Practice:

The AMI 3-6 Diploma Course prepares the student to be a Montessori teacher for children between the ages of three and six. Montessori schools are widespread throughout many parts of the United States, with concentrations in urban areas. The AMI diploma prepares one to teach anywhere in the world, subject to language and local regulations.

The 3-6 Diploma Course subscribes to the principles, policies, standards and requirements of AMI. Lectures present theory of child development and Montessori pedagogy. Demonstrations of Montessori materials lessons provide the student with basic pedagogical "tools of trade." The pedagogical model is one of apprenticeship and mentorship. Montessori materials are presented as though to a child of three to six years. Daily practice sessions in the prepared environment (model classroom) provide the experience which helps to fashion the future teacher's understanding, skill set and confidence.

Observation and Practice Teaching:

Trainees will complete a total of 90 hours of directed observation in established classrooms guided by a teacher who holds the AMI 3-6 diploma. Trainees will also document a total of 120 hours of practice teaching under supervision of a teacher who holds the AMI 3-6 diploma.

Examinations

Examinations will be comprised of both a written and an oral component.

- Paper A – 3 hour Written Examination on theory topics
- Paper B – 3 hour Written Examination on practical topics
   - Oral Examination – 4-part, 2-hour examination conducted by an External Examiner appointed by AMI, assisted by National Examiners invited by the Director of Training.

Course Catalog

The Course Catalog is comprised of five courses which embrace Montessori theory, pedagogy and practice. The courses are not taken independently, however, nor is there any enrollment subsequent to acceptance to the training course. Some of the courses run concurrently. The Director of Training will orient trainees to the respective sections of the course and to assignments connected with the course. [See the section on Assignments.]

The course is equivalent to graduate study, and the student's investment of time and commitment are commensurate. In addition to the scheduled course hours, students should plan to spend a minimum of 20 hours per week for reading, writing papers and album work and study. Observation (90 hours) and practice teaching (120 hours) will be completed during the academic year.

SPECIAL PROVISIONS FOR 2020-2021 Academic Year 3-6 DIPLOMA COURSE

As an accommodation to current restrictions due to the COVID-19 Pandemic, the 2020-2021 Academic Year 3-6 Diploma Course will begin in distance learning format. It is the expectation that when local COVID-19 conditions allow, in-person delivery of this course at MINT will resume as scheduled. Course descriptions in this section pertain to the traditional 3-6 Diploma Course format. On-site hours will be modified accordingly for this course to accommodate the revised schedule and may be subject to additional adjustments as conditions require. Attendance is mandatory for all online sessions, and once on-site course delivery resumes students will be required to attend all sessions in person at MINT.

Child Development and Montessori Theory

Contact Hours: 50 lecture hours

Course Description:
This material covers the development and characteristics of children between the ages of three and six, including fundamental human needs, basic human tendencies, the role of movement in education, the relationship between physical experience and brain development, psychological development, and social development. Lectures include the medical and pedagogical research of Maria Montessori, her discoveries about the context and nature of learning, her early schools, and the formulation of pedagogy known as the Montessori Method. Lectures include essential features of the prepared environment, the function of scientifically designed didactic learning materials, and the role of the prepared adult in administration of the system for maximum benefit by children.

Requirements:
1. 90% attendance at lectures and labs

2. Participation in supervised and guided practical sessions

3. Submission of a Theory Album containing at least eleven 4-8 page theory
   papers: Maria Montessori: Her Life and Work
Universal Human Tendencies
   Planes of Development
   The Absorbent Mind
   The Sensitive Periods
   The Prepared Environment
   The Role of the Montessori Adult
   Freedom and Discipline
   Deviations and Normalization

Social Development
Observation

These are essay papers on topics of child development and Montessori theory. Source material for the theory papers is lecture notes and Dr. Montessori's books. Although the papers are short, they require formal discourse and proper citation of sources for quotations.

I. Demonstration of Montessori Materials

Contact Hours: 250 hours lecture, 200 hours lab

Course Components: This course consists of four components:

- A. The Exercises of Practical Life: 55 lecture hours
- B. The Sensorial Material: 55 lecture hours
- C. Language: 55 lecture hours
   Language Extensions (Cultural Areas): 30 lecture hours
- D. Mathematics: 55 lecture hours

A minimum of 50 hours of supervised practice is required in each area.

Course Description:
        Demonstration of the Montessori materials is the body of the teacher training course for children age 3 to 6. Demonstrations provide the foundation of experience which allows trainees to practice presentations in the prepared environment (model classroom), leading to readiness for work with children in an actual classroom. Each material is demonstrated in a simulated classroom setting and then expanded through a logical series of lessons which lead the child into exploration and discovery which confer learning. After presentation, the materials and lessons are analyzed step by step with an eye toward the trainee's ability to present systematically, to understand the correlation with child development, and to grasp the theoretical underpinnings of the learning materials.

        Supervised practice and dialogue in a mock-classroom setting allow students to have hands-on practice with the Montessori materials before and after working with children. In supervised practice, the student's presentations are critiqued in a non-competitive and supportive atmosphere.

A. Practical Life: 55 lecture hours plus 50 hours of supervised practice

This course introduces the group of exercises known in Montessori education as The Exercises of Practical Life and explains their function in the development of the child. Focus will be on understanding how interest, interest, attention, concentration, and executive functioning skills are fostered by these exercises, preparing the child for later activities.

Activities comprising the Exercises of Practical Life are introduced through demonstration and lecture and are the subject of individual and small group student practice during supervised practice sessions. These exercises are designed to enable independent functioning, social grace, and self-esteem among children between the ages of three and six plus years. Content includes Elementary Movements and Activities, Care of the Person, Care of the Environment, Social Behavior, and Control and Coordination of Movement.

B. Sensorial: 55 lecture hours plus 50 hours of Supervised Practice

This course introduces the group of exercises known in Montessori education as the Sensorial exercises and explains their function in the development of the child. This course will demonstrate developmental materials appealing to the visual, tactile, gustatory, olfactory, and auditory senses for children ages 3 to 6. These activities are designed to allow the child to refine his senses and classify sensory impressions. Focus will be given to the child's ability to explore the world intelligently and imaginatively through the use of the senses by matching, grading, memory work, and exploration.

The Sensorial materials are introduced through demonstration and lecture and are the subject of individual and small group student practice during supervised practice sessions. The exercises are designed to lead the child to an intelligent and imaginative exploration of the world. Content includes identification of a child's process of classifying his world, problem solving, and critical thinking.

C. Language and Language Extensions (Cultural Areas): 55 lecture hours for Language and 30 lecture hours for Language Extensions, plus 50 hours of Supervised Practice

Language
This course provides students with the skills required to support and nurture children's language development and acquisition during the early formative years, and to understand the Montessori theory and philosophy that form the basis for the language materials and exercises.

Through demonstration and lecture students are introduced to the exercises for the development of oral language and emerging literacy for children from three to six plus years. The focus is on the development of self-confidence and self-expression within a social setting. Spoken and written language activities span all aspects of daily life and involve all areas of the prepared environment. Activities include storytelling, songs, poetry, composition, and literature, as well as the functional aspects of writing, grammar, syntax, and reading analysis.

Language Extensions (Cultural Areas)
This course provides an introduction to the areas of the Montessori 3-6 curriculum known as Language Extensions or Cultural Areas, including geography, botany, biology, history, music, art, and the sciences.

Through demonstration and lecture students are introduced to the exercises for the exploration of these areas and their importance in the development of the children from age three to six. Students will research, design and demonstrate appropriate materials and activities in selected areas, and learn how to incorporate creative activities into the everyday life of the group in the 3-6 environment.

D. Mathematics: 55 lecture hours plus 50 hours of Supervised Practice

This course will assist students to understand the theory behind basic mathematical principles and the ideology by which the Montessori materials were designed. The course will investigate Montessori's concept of the *mathematical mind* and its spontaneous development in human beings from age three to six.

Through lecture and demonstration students are introduced to the range of exercises in mathematics that offer sensorial foundations for counting, arithmetic, geometry, algebra, and fractions of whole numbers. Content includes Numbers 1-10, Decimal System, Linear Counting 11-1000, Acquisition of Math Facts, Passage to Abstraction, and Fractions.

Requirements:
1. 90% attendance at lectures and labs
2. Participation in supervised practice
3. Submission of 4 albums:
   The Exercises of Practical Life Album
   Sensorial Album

Language Album
Mathematics Album
Each album will contain:
A 4-8 page introductory paper on the topic
Student's original write-ups of presentations with illustrations
[See Assignments.]

The album must reflect the content of the course lectures, be clearly organized and neatly presented. The album must follow the suggested format and be either typed or written carefully in ink on clean, unwrinkled, unlined white opaque paper. Photocopies are not allowed. Copies or extracts of another person's album submitted as the student's work may be construed as a violation of academic integrity and may be cause for dismissal. This includes transfer of computer data from one student to another.

II. Auxiliary Lectures

Contact Hours: 35 hours lecture

Course Description:
These lectures present guidelines for professional development of the trainee; for construction of teacher-made materials; for establishing and maintaining a classroom; and for successful professional practice.

Requirements:
1. 90% attendance at lectures and labs
2. Participation in supervised practice

III. Observation

Subject Hours: 90 hours independent observation

Course Description:
A total of 90 hours of directed observation is required in selected Montessori 3-6 environments (of children age 3 to 6) directed by trained adults who hold the AMI diploma. MINT staff oversees the selection of classrooms. Trainees keep detailed records in an observation journal. Lectures are given beforehand to convey the importance of observation in Montessori pedagogy, to provide skills in the focus necessary for observation, and to direct the observation toward specific objectives.

Requirements:

1. Detailed journal of:
Observations
Reflections on Observations
2. Log of attendance initialed daily by supervising teacher

IV. Practice Teaching

Subject Hours: 120 hours

Course Description:
The student teaches in a classroom and works under the guidance of an experienced AMI Montessori teacher. Arrangements are coordinated by MINT staff to link trainees with appropriate classrooms. On-site practice with children enables the student to apply the techniques and strategies learned. Lectures and conferences prepare the trainee to enter the host classroom as a novice teacher. Two intensive two-week sessions help students crystallize concepts learned and make new connections between the material, the role of the adult, and the growth of the child, preparing for and culminating in AMI oral examinations.

Requirements:
    1. Detailed journal of:
        Lessons given
        Practice teaching experiences
        Reflections
    2. Log of attendance initialed daily by supervising teacher

Assignments

Theory and Child Development

Lectures are presented on various topics of theory, embracing child development, learning theory and the Montessori Method of pedagogy. Some lectures are two to three hours, while others are shorter. Trainees write short papers on designated theory topics, drawing on lecture notes, required readings by Dr. Montessori and others, and group discussions. Theory papers are due on a gradual schedule for review, comment and approval.

Theory assignments are designed to serve several purposes:

• To process a topic, integrate sources of information, and reach understanding that produces a concise statement;
• To understand the nature of childhood and the ways in which children learn; • To create a personal resource for addressing the concerns of parents and other interested persons.

Theory Album
Approved theory papers and lecture handouts are compiled in a loose-leaf binder titled *Theory Album*.

Montessori Materials and Lessons

Montessori pedagogy for ages three to six employs a wide range of manipulative materials. Each material is scientifically designed to serve a specific developmental need of the child. The materials are presented systematically throughout the course. Each presentation is written up by the trainee following a standard format. The write-ups are submitted regularly for review, comments, and approval.

Approved write-ups are filed systematically in loose-leaf binders according to topic. Each of the four albums (The Exercises of Practical Life, Sensorial, Language and Mathematics), is composed of the following elements:
Introductions: This presents a general overview of the activities, their theoretical underpinnings and developmental purposes of the activities in the area.
Presentations: These are comprehensive descriptions of the materials, how and when to present them, and their developmental purposes.
Pedagogical notes: At the end of each presentation the student will create pedagogical notes on developmental principles that guide the presentation. This activity helps to connect theory and practice.
Illustrations: Each presentation is accompanied by at least one image. Images provide a quick visual reference that enhances the description. Guidelines for these illustrations will be provided by the Director of Training.
Supplementary Handouts: Any notes that may be provided as needed during the demonstration.

Materials-Making

While a standard complement of materials for Montessori classrooms is available from AMI approved vendors, some learning materials are necessarily made by the teacher. Learning to make materials is therefore an essential part of Montessori teacher training. The making of materials confers a level of comprehension not otherwise attainable. Further, it enables the teacher to introduce aspects of individuality and personality onto the shelves.

Materials-making seminars will provide guidelines for creating required materials. Due dates are provided during the course.

Reading Seminars

Reading Seminars facilitate in-depth examination of Dr. Montessori's writings. Students prepare for the seminar by reading assigned chapters and answering questions provided to guide the reading. During the seminar, students explore the topic further in group discussions. Students will turn in their written notes on the guided reading before the seminar. These notes will be reviewed by the faculty and returned to the students for use during the group discussion. Students will be observed for participation in and contribution to the discussion and ability to engage in positive dialogue on the topic.

Evaluation of Trainees' Work

All assignments must be completed to the satisfaction of the training center staff. There is no grading of theory papers, write-ups of lesson presentations, and albums. All theory papers and write ups of lesson presentations are evaluated with an eye toward clarity of understanding, completeness and practical utility. Assignments that are unclear, unsatisfactory, or incomplete are returned for revision and resubmission.

Deadlines for Completion of Work

The amount of work required for Montessori teacher training is immense and the assignments keep coming. Deadlines are announced well in advance so that trainees can plan accordingly. When trainees get behind, they usually find it difficult to catch up. For this reason, all deadlines for submission carry a firm expectation. The objective of MINT and the trainer is that each trainee will exercise discipline in order to progress systematically and successfully through the rigorous training. The Director of Training will meet with any trainee who consistently submits work late and attempt to devise a workable solution, subject to stipulations and limitations defined by AMI.

Criteria For Evaluation And Grading

Examination grading policies as well as options for re-sitting examinations are mandated by AMI and detailed in the section Requirements to Confer the AMI 3-6 Diploma.

Criteria for Theory Papers

- On-time submission of work
- Formatting—title, name, page numbers, etc.
- Organization of presentation
- Completeness and accuracy of information
- Evidence of comprehension of the topic
- Quotations from resource material, cited in standard format
- Grammar, spelling and correct writing style
- Authenticity: plagiarism is grounds for dismissal

Notification of results: When theory papers are returned, a comment sheet explains whether the paper is accepted, or which parts should be reworked or expanded.

Criteria for Albums

- On-time submission of work
- Clear and complete written presentations and illustrations
- Orderly arrangement and submission of work
- Neatness, legibility and grammatical correctness
- Authenticity: plagiarism is grounds for dismissal

Notification of results: A comment sheet is included with assignments as they are returned to the trainee. The comment sheet details which items are accepted and the specific work needed on other items. All suggestions should be done promptly and must be incorporated before the final album check.

Criteria for Materials-Making

- On-time submission of work
- Completeness and adherence to standards for the material
- Care in construction
- Attractiveness of the material

Notification of results: A comment sheet will detail the assessments as well as recommendations or requirements for modifications.

Criteria for Reading Seminars

- On-time submission of work
- Clarity of answers
- Evidence of engagement with required reading
- Participation in small group discussion

Criteria for Supervised Practice

- Attendance
- Planning and Preparation
- Clarity and Refinement of Presentation
- Confidence
- Reflection and Self-Evaluation

Criteria for Observation

- On-time submission
- Attendance
- Written record of Daily Observation tasks
- Reflection on Observations
- Professionalism in the community

Criteria for Practice Teaching

- Planning and preparation
- Presentation
- Engagement
- Control of Situation
- Observation and Follow-up

- Reflection and Self evaluation
- Rapport and respect
- Professional attitude and appearance
- Written record of practice teaching tasks

Criteria for Written Examinations

- Focus on the topic
- Definition of terms

- Attention to all aspects of the question
- Evidence of comprehension of Montessori theory and practice
- Relationship of theory to practice

Notification of results: Results are communicated individually to the trainee.

Criteria for Oral Examinations

- Show how to present Montessori materials (1 in each of 4 curriculum areas, chosen in a blind draw)
- Know the purposes and aims of each material
- Know the developmental age of the child who would receive the lesson
- Describe which lessons would precede the presentation, and which lessons would follow it •
Describe points of interest and control of error in the material
- Be able to discuss theory about the curricular area

Notification of results: The trainee is notified by phone of the results, usually in the early evening of the examination day. If the trainee does not pass the exams a letter will be sent to the address provided by the trainee, detailing steps available for completion of the course.

The decision of the AMI Examiners is final. Trainees must complete the course with the grade of "pass" on both written and oral examinations in order to receive the AMI 3-6 diploma. [See Requirements for Certification by AMI.

Guidelines for Use of the Prepared Environment (Model Classroom)

Prepared environment is the name for the Montessori classroom. The name indicates that the classroom is consciously and carefully prepared to include lessons and materials that are developmentally appropriate and exclude superfluous items that detract from concentration and learning. The 3-6 prepared environment is designed for and scaled to children.

While in the prepared environment our comportment is appropriate as though children were present. We use movements that are consciously slow and deliberate; we model clarity and care for children, whose mode of learning is to absorb everything they see and hear. Our voices are careful and soft, expressing precision and intention. Initially one may feel that the behaviors are unnatural, yet persistence and practice confer fluidity and comfort. In short, we practice continually for the eventual presence of children so that when that day arrives, our comportment will be effortless and natural.

Do not take food or drink into the prepared environment, including water. Food and all personal items — computers, cell phones and other electronic equipment, handbags, wraps, etc. — are left in the lecture area, or in personal cubbies.

It is the responsibility of everyone using the environment to maintain that environment with loving care, protecting the materials as well as the atmosphere in which others work and study. Creating

a sense of a collaborative community is essential preparation for actual work with children in a Montessori classroom. There is no other time when one learns how to be in the prepared environment; daily directed practice *is* the dress rehearsal.

COURSE TITLE: FOUNDATIONS OF THE MONTESSORI METHOD
(MO 646)

INSTRUCTOR: Rue

PURPOSE: To give a survey of the development of the young child in accordance
with the psychology of the child proposed by Dr.
Maria Montessori. To give an overview of the principles
Underlying Montessori pedagogy. Particular emphasis is directed
to children 6 to 12 years of age.

OBJECTIVES: -To understand Montessori's view that education is a help to life. *(1a, 1b, 1c, 2c, 2e, 2h, 2i, 2j)*
-To understand Montessori's educational theory regarding human
development. The theory includes the ideas of human tendencies,
four planes of development, and psychological characteristics
which differ by age group. *(1a, 1b, 1c, 2c, 2e, 2i, 2j)*
-To understand the development of the physical and spiritual
psychic aspects of the child from 6 to 12 years of age. This
includes motor, language, logico-mathematical, emotional,
intellectual, and moral development. *(1a, 1b, 1c, 2c, 2e, 2i, 2j)*
-To understand the implications of the specific psychological
characteristics of the child 6 to 12 for the design of the elementary
prepared environment. In particular the importance of cultivating
the power of imagination in the child from 6 to 12 years of age.
(1a, 1b, 1c, 2b, 2c, 2i, 2j, 3f)
-To understand that the learning of the child occurs through the
activity of the child rather than through verbal interaction with the
teacher. *(1a, 1b, 1c, 2a, 2c, 2d, 2e, 2f, 2h, 2i, 2j, 3a, 3b, 3c, 3d, 3f)*
-To understand the personal change and professional growth
necessary for an adult to guide life—the adult's own life and the
child's life. *(1a, 1b, 1c, 1d, 2c, 2d, 2e, 2h, 2i, 2j, 3a, 3b, 3c, 3d, 3f)*

TEXT/
REFERENCE: See attached book list.
The Theory Reference Book of the student.

SCHEDULE OF
   ACTIVITIES: -Lectures which present Montessori's theory of human
development.
-Reviews of topics in preparation for examinations.
-Preparation of a Theory Reference Book for the foundation topics
of the Montessori Method.

EVALUATION: 10% Attendance and satisfactory participation in class and practice

70 % Student's Theory reference manual:
   The Construction of the Human Being and the Human Tendencies
   Overview of the Four Planes of Development
    The First Plane: Birth to 3, The First Plane: 3 to 6
   The Second Plane of Development
   Cosmic Education
   Imagination
20% Theory paper: Four Planes of Development

**MACTE
COMPETENCIES:**

KNOWLEDGE:
   1a. Montessori Philosophy
   1b. Human Growth and Development
   1c. Subject matter for each Course Level
   1d. Community resources for learning
PEDAGOGY
   2a. Correct use of Montessori materials
   2b. Scope and sequence of curriculum
   2c. The prepared environment
   2d. Parent/teacher/family/community partnership
   2e. The purpose and methods of observation
   2f. Planning for instruction
   2h. Reflective practice
   2i. Support and intervention for learning differences
   2j. Culturally responsive methods
TEACHING WITH GRACE AND COURTESY
   3a. Classroom leadership
   3b. Authentic assessment
   3c. The Montessori philosophy and methods (materials)
   3d. Parent/teacher/family partnership
   3f. Innovation and flexibility

**COURSE TITLE: MATHEMATICS CURRICULUM AND INSTRUCTION
          FOR THE ELEMENTARY YEARS – Part 1 (MO 651)**

INSTRUCTOR: Rue

PURPOSE: To show by demonstration and lecture presentations of arithmetic and geometry
         which provide the child with understanding of and proficiency
         with key ideas in mathematics. Links between arithmetic and geometry
         are explored, and the importance of the problem solving is stressed. The
          use of computer is introduced as a support mechanism for the child's

exploration of mathematics.

OBJECTIVES: FOR MATHEMATICS

-To understand Dr. Montessori's view of the human being as
having a "mathematical mind". To learn how to bring
mathematics to the child recognizing that the child's mind
has a natural predisposition towards mathematical concepts
such as ordering, numbering, and use of symbols to express
ideas and relationships. *(1a, 1b, 1c, 2a, 2b, 2i, 2j, 3c)*
-To understand how to present the history of the development
of mathematics throughout the ages. *(1c, 2a, 3c)*
-To understand how to introduce the topic of measurement, a unit
of measure, and measurement of various quantities. *(1c, 2a, 3c)*
-To understand how to introduce and incorporate mathematical
problem solving in all areas of the curriculum. *(1c, 2a, 2b, 3c, 3f)*
-To understand how to introduce the child to the computer and its
importance in today's technological society. To introduce the
older child to the practical use of the calculator. *(1a, 1c, 1d, 2c. 3f)*

OBJECTIVES: FOR ARITHMETIC

-To understand how to introduce, if necessary, the concept,
language, and notation for whole numbers as well as operations
with whole numbers (addition, subtraction, multiplication,
division, exponentiation, involution, evolution). *(1c, 1d, 2a, 2b,
2g, 3c, 3f)*
-To understand how to introduce the commutative and distributive
properties of the decimal number system. *(1c, 2a, 2b, 3c)*
-To understand how to introduce the concept of multiples, factors,
prime factors, and divisibility. *(1c, 2a, 3c)*
-To understand how to introduce the concept, language, and
notation for common and decimal fractions as well as operations
with fractional numbers (addition, subtraction, multiplication,
division). *(1c, 2a, 3c)*
-To understand how to introduce the integers (positive and
negative numbers) as well as operations (addition, subtraction,
multiplication, division). *(1c, 2a, 3c)*
-To understand how to introduce numeration and operations for
non-decimal number systems. *(1c, 2a, 3c)*
-To understand how to introduce the concept and notation for ratio
and proportion as well as their application to problem-solving
situations. *(1c, 2a, 3c)*
-To understand how to introduce algebra as a generalization of
arithmetic. To understand how to introduce the concept of an

equation as well as the principle of solving equations with one
unknown. *(1c, 2a, 3c)*
-To understand how to introduce the basic concepts of probability
and statistics. *(1c, 2a, 3c)*

OBJECTIVES: FOR GEOMETRY

-To understand how to introduce the historical foundations and
implications of geometrical discoveries and their relationships
to the development of civilization. *(1c, 2a, 2b, 3c)*
-To understand how to introduce the child to an awareness of
geometrical shapes and forms. *(1c, 2a, 3c)*
-To understand how to introduce the concepts of equivalence,
similarity, equality, area and volume as well as calculations of
formulas for area and volume of plane and solid figures. *(1c, 2a, 3c)*

TEXT/
REFERENCE: See attached list of required and recommended books. The
Mathematics Reference Books (arithmetic and geometry)
of the student.

SCHEDULE OF
  ACTIVITIES: -Lectures which show the connection of the presentations to the
development of the child and how the presentations fit
together.
-Demonstration of the presentations.
-Discussion encompassing the educational theory of the
presentations.
-Preparation of an illustrated Reference Books (arithmetic and
geometry) for the presentations of mathematics.
-Making materials for the presentations of mathematics.

 EVALUATION: 10 % Attendance and satisfactory participation in class and practice 20 %
Hands-on practice of materials and activities
50 % Student's Mathematics and Geometry teaching manuals, Part 1
10 % Theory Notes: Introduction to Mathematics, Geometry; Stories in
mathematics & geometry, Part 1
10 % Student's own written mathematics presentations and material

MACTE
COMPETENCIES:
KNOWLEDGE:

1a. Montessori Philosophy
1b. Human Growth and Development
1c. Subject matter for each Course Level
1d. Community resources for learning

PEDAGOGY
2a. Correct use of Montessori materials
2b. Scope and sequence of curriculum
2c. The prepared environment
2i. Support and intervention for learning differences
2j. Culturally responsive methods

TEACHING WITH GRACE AND COURTESY
3c. The Montessori philosophy and methods (materials)
3f. Innovation and flexibility

COURSE TITLE: MONTESSORI CLASSROOM METHODS (MO 647)

INSTRUCTOR: Rue

PURPOSE: To communicate the principles of classroom management for 6 to 12 year-old children that are derived from the philosophical and pedagogical ideas of Dr. Montessori.
To give the opportunity for observation of children ages 6 to 12 in classroom settings.

OBJECTIVES: -To understand the role of the teacher. This role is an active one and is dependent upon the knowledge base and skills of the teacher. *(1a, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 2i, 2j, 3a, 3b, 3c, 3d, 3e, 3f)*
-To understand the importance of the child's exercise of freedom in building the responsibility necessary for the child's independent activity, both inside and outside the classroom. *(1a, 1c, 1d, 2b, 2c, 2d, 2e, 2f, 2i, 2j, 3a, 3d, 3e, 3f)*
-To understand how to prepare a new environment and start a new class. *(1a, 1c, 1d, 2b, 2c, 2d, 2f, 2g, 2h, 2i, 2j, 3a, 3b, 3c, 3d, 3e, 3f)*
-To understand how to come into a previously prepared environment and continue working with children already present. *(1a, 1c, 1d, 2b, 2c, 2d, 2f, 2g, 2h, 2i, 2j, 3a, 3b, 3c, 3d, 3e, 3f)*
-To understand how to integrate new children into a class. *(1a, 2b, 2c, 2d, 2e, 2f, 2g, 3a, 3b, 3d, 3f)*
-To understand how to conduct a class, including maintaining a plan book, keeping daily records, adapting to the needs of particular children, and evaluating and reporting children's progress. *(2c, 2d, 2e, 2f, 2g, 2h, 2i, 2j, 3a, 3b, 3d, 3e, 3f)*
-To understand how to enlist the work of the children in

maintaining their environment. In so doing, to understand how this practical work for the children assists their development. *(1a, 1b, 2b, 2c, 3a, 3f)*

TEXT/ REFERENCE: See attached list of required and recommended books.

SCHEDULE OF ACTIVITIES: -Lectures which express the connection of the Montessori's theory of human development to the issue of classroom management.

-Observations and written log of children's behaviors and speech relating to the Montessori theory of human development. Preparation of reports.

-Discussion after classroom observations that analyzes the theory behind classroom management.

-Reviews of topics in preparation of examinations.

-Preparation of a Theory Reference Book which includes principles of classroom management based on the Montessori theory.

EVALUATION: 10 % Attendance and satisfactory participation in class and practice 70 % Theory lectures:

Freedom and Responsibility, Practicalities of Freedom and Responsibility (or Running a Montessori elementary Classroom) Going Out and Practicalities of Going Out

20% Theory paper: Freedom and Responsibility

MACTE COMPETENCIES:

KNOWLEDGE:
1a. Montessori Philosophy
1b. Human Growth and Development
1c. Subject matter for each Course Level
1d. Community resources for learning

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

TEACHING WITH GRACE AND COURTESY
3a. Classroom leadership

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

COURSE TITLE: PRACTICUM Part 1 (MO 655)

INSTRUCTOR: Rue

PURPOSE: To give the student opportunity to practice Montessori pedagogy with
children in a classroom under the supervision of a qualified
Montessori teacher.

OBJECTIVES: -To practice the main task of a Montessori teacher, which is to
introduce a child to a piece of material at the proper time in the
child's development and in such a manner that the child will take
over and explore the material. *(1a, 1b, 2e, 2f, 2g, 2h, 2i, 2j, 3a, 3b, 3c,
3e, 3f)*
-To practice in "slow motion" the various tasks which a
Montessori teacher does. *(2c, 2e, 2f, 2g, 2h, 2i, 2j, 3a, 3b, 3c, 3e, 3f)*
-To practice observation of children and their needs while also
being active. *(2e, 2f, 2g, 2h, 3a, 3e, 3f)*
-To practice caring for a prepared environment. *(2c, 2f, 3e)*
-To practice instigating and maintaining the child's interest. *(1a,
1b, 1c, 2a, 2b, 2c, 2e, 2f, 2g, 2h, 2j, 3c, 3f)*
-To practice what limits are helpful to give an elementary age
child and in what way they are given to help the child come to
self-confidence and self-control. *(1a, 1b, 2c, 2d, 2i, 3a, 3d, 3e, 3f)*
-To practice keeping accurate, nonjudgmental, clear, and simple
records, such records being the basis for communication with
the child, the parents, and the administrator. *(2d, 2f, 2g, 2h, 3b, 3d, 3e)*
-To discover which facets of the student's own personality are
appealing to children ages 6 to 12 and which are antagonistic to
this stage of development. *(2g, 2h, 3f)*
-To experience the need for patience and a nurturing demeanor
when working with children. *(1b, 2d, 2h, 2i, 2j, 3a, 3c, 3d, 3f)*

**TEXT/
REFERENCE:** See attached list of required and recommended books. The
Theory and Material Reference Books of the student.

**SCHEDULE OF
ACTIVITIES:** -Students review and plan lessons based on the tasks assigned both by

the instructor and the cooperating teacher. Students keep
detailed records of such plans.
-Students give presentations to the children under the supervision
of the cooperating teacher. Students write self-evaluations of
selected presentations.

EVALUATION: 70% The student's observation journal and paperwork, time card
initialed by supervising teacher
20% Theory reports based on observations
10% Adhering to Observation Guidelines

MACTE
COMPETENCIES:

KNOWLEDGE:
1a. Montessori Philosophy
1b. Human Growth and Development
1c. Subject matter for each Course Level
PEDAGOGY
2a. Correct use of Montessori materials
2b. Scope and sequence of curriculum
2c. The prepared environment
2d. Parent/teacher/family/community partnership
2e. The purpose and methods of observation
2f. Planning for instruction
2g. Assessment & documentation
2h. Reflective practice
2i. Support and intervention for learning differences
2j. Culturally responsive methods
TEACHING WITH GRACE AND COURTESY
3a. Classroom leadership
3b. Authentic assessment
3c. The Montessori philosophy and methods (materials)
3d. Parent/teacher/family partnership
3e. Professional responsibilities
3f. Innovation and flexibility

COURSE SYLLABUS OUTLINE: Spring 2019

**COURSE TITLE: LABORATORY: USING MONTESSORI MATERIALS (MO
648)**

INSTRUCTOR: Rue

PURPOSE: Provides the opportunity for the individual student to practice with the
developmental and didactic materials. Students develop skill in
handling the materials and in giving presentations and work
through individual difficulties in technique and understanding.

OBJECTIVES: -To satisfy the student's own adult intelligence about the presentation and use of the materials. *(1a, 1c, 1d, 2a, 2b, 2c, 2f, 2g, 2h, 3c, 3f)*

-To learn how to convey the essential meaning of the exercise through activity as well as verbally. *(1c, 2a, 3c, 3f)*

-To gain skill and confidence in one of the important areas of Montessori teaching—the presentation of the materials, leaving one freer to focus on the child's need when one is "on the job". *(1a, 1c, 1d, 2a, 2b, 2c, 2h, 2i, 3c)*

-To appreciate the need for and the protection of rules of social interaction in a classroom setting. *(1c, 2a, 2c, 3a, 2c, 3f)*

TEXT/
REFERENCE: The Material Reference Books of the student.

SCHEDULE OF
ACTIVITIES: -In a supervised but independent study, students are urged to find their own best means of learning the techniques of the Montessori materials and manner of presentation.

-Individually or in small groups students practice with the developmental and didactic materials.

-A student is subject to questioning about the theory of a presentation, where it fits into the sequence of presentations, and how it harmonizes with the child's development.

EVALUATION: 10 % Attendance and satisfactory participation in class and practice 40 % Supervised, independent study and hands-on practice of activities and materials

10 % Student log of work done during supervised practice time

40 % Written introductions to content areas, theoretical principles and practice within each content area

MACTE
COMPETENCIES:

KNOWLEDGE:

1a. Montessori Philosophy

1c. Subject matter for each Course Level

1d. Community resources for learning

PEDAGOGY

2a. Correct use of Montessori materials

2b. Scope and sequence of curriculum

2c. The prepared environment

2f. Planning for instruction

2g. Assessment & documentation

2h. Reflective practice

2i. Support and intervention for learning differences
TEACHING WITH GRACE AND COURTESY
        3a. Classroom leadership
        3c. The Montessori philosophy and methods (materials)
        3f. Innovation and flexibility

COURSE TITLE: LANGUAGE CURRICULUM AND INSTRUCTION FOR THE ELEMENTARY YEARS (MO 649)

INSTRUCTOR: Rue

PURPOSE: To show by demonstration and lecture the presentations for the development of spoken and written language, as well as the important functional aspects of grammar that are appropriate for children from six to twelve years of age.

OBJECTIVES: -To understand the importance of the development of language, both spoken and written, in the evolution of human beings and in the development of the individual. *(1c, 2a, 2i, 2j, 3c)*

-To understand how to assist the child, when necessary, in the development of reading and handwriting skills. *(1c, 2a, 2i, 2j, 3c)*

-To understand how to introduce the history of written and spoken language, in particular, the English language. *(1c, 2a, 3c)*

-To understand how to introduce the Montessori materials and presentations for grammar, including morphology (work study), syntax (parts of speech and sentence analysis), semantics (meaning), and etymology (history). *(1c, 2a, 3c)*

-To understand how to support the process of the development of writing skills in both imaginative and functional contexts. *(1c, 2a, 3c)*

-To understand how to support the development of spoken language skills (speeches, discussions, reports, recitation, dialogue). *(1c, 2a, 3c)*

-To understand the importance of children's exposure to literature. To appreciate the child's study of literary style, his/her own and others. *(1c, 2a, 3c)*

-To bring the child to an awareness of basic library/reference and research skills. *(1c, 1d, 2a, 3c)*

TEXT/
REFERENCE: See attached list of required and recommended books.

SCHEDULE OF
  ACTIVITIES: -Lectures which show the connection of the presentations to the

development of the child and how the presentations fit
together.
-Demonstration of the presentations.
-Discussion encompassing the educational theory of the
presentations.
-Preparation of an illustrated Material Reference Book for the
presentations of language.
-Making materials for the presentations of language.

EVALUATION: 10 % Attendance and satisfactory participation in class and practice 20 %
Hands-on practice of the materials and activities
40 % Student's Language teaching manual
15 % Theory notes: Introduction to language; written and spoken
language lectures
15 % Student's own written language presentations and materials

MACTE
COMPETENCIES:
KNOWLEDGE:
1c. Subject matter for each Course Level
1d. Community resources for learning
PEDAGOGY
2a. Correct use of Montessori materials
2i. Support and intervention for learning differences
2j. Culturally responsive methods
TEACHING WITH GRACE AND COURTESY
3c. The Montessori philosophy and methods (materials)
COURSE TITLE: MATHEMATICS CURRICULUM AND INSTRUCTION
FOR THE ELEMENTARY YEARS – Part 2 (MO 657)

INSTRUCTOR: Rue

PURPOSE: To show by demonstration and lecture presentations of arithmetic and geometry
which provide the child with understanding of and proficiency
with key ideas in mathematics. Links between arithmetic and geometry
are explored, and the importance of the problem solving is stressed. The
use of computer is introduced as a support mechanism for the child's
exploration of mathematics.

OBJECTIVES: FOR MATHEMATICS

-To understand Dr. Montessori's view of the human being as
having a "mathematical mind". To learn how to bring

mathematics to the child recognizing that the child's mind has a natural predisposition towards mathematical concepts such as ordering, numbering, and use of symbols to express ideas and relationships. *(1a, 1b, 1c, 2a, 2b, 2i, 2j, 3c)*

-To understand how to present the history of the development of mathematics throughout the ages. *(1c, 2a, 3c)*

-To understand how to introduce the topic of measurement, a unit of measure, and measurement of various quantities. *(1c, 2a, 3c)*

-To understand how to introduce and incorporate mathematical problem solving in all areas of the curriculum. *(1c, 2a, 2b, 3c, 3f)*

-To understand how to introduce the child to the computer and its importance in today's technological society. To introduce the older child to the practical use of the calculator. *(1a, 1c, 1d, 2c. 3f)*

OBJECTIVES: FOR ARITHMETIC

-To understand how to introduce, if necessary, the concept, language, and notation for whole numbers as well as operations with whole numbers (addition, subtraction, multiplication, division, exponentiation, involution, evolution). *(1c, 1d, 2a, 2b, 2g, 3c, 3f)*

-To understand how to introduce the commutative and distributive properties of the decimal number system. *(1c, 2a, 2b, 3c)*

-To understand how to introduce the concept of multiples, factors, prime factors, and divisibility. *(1c, 2a, 3c)*

-To understand how to introduce the concept, language, and notation for common and decimal fractions as well as operations with fractional numbers (addition, subtraction, multiplication, division). *(1c, 2a, 3c)*

-To understand how to introduce the integers (positive and negative numbers) as well as operations (addition, subtraction, multiplication, division). *(1c, 2a, 3c)*

-To understand how to introduce numeration and operations for non-decimal number systems. *(1c, 2a, 3c)*

-To understand how to introduce the concept and notation for ratio and proportion as well as their application to problem-solving situations. *(1c, 2a, 3c)*

-To understand how to introduce algebra as a generalization of arithmetic. To understand how to introduce the concept of an equation as well as the principle of solving equations with one unknown. *(1c, 2a, 3c)*

-To understand how to introduce the basic concepts of probability and statistics. *(1c, 2a, 3c)*

OBJECTIVES: FOR GEOMETRY

-To understand how to introduce the historical foundations and
 implications of geometrical discoveries and their relationships
 to the development of civilization. *(1c, 2a, 2b, 3c)*
-To understand how to introduce the child to an awareness of
 geometrical shapes and forms. *(1c, 2a, 3c)*
-To understand how to introduce the concepts of equivalence,
 similarity, equality, area and volume as well as calculations of
 formulas for area and volume of plane and solid figures. *(1c, 2a, 3c)*

TEXT/
REFERENCE: See attached list of required and recommended books. The
 Mathematics Reference Books (arithmetic and geometry)
 of the student.

SCHEDULE OF
 ACTIVITIES: -Lectures which show the connection of the presentations to the
 development of the child and how the presentations fit
 together.
 -Demonstration of the presentations.
 -Discussion encompassing the educational theory of the
 presentations.
 -Preparation of an illustrated Reference Books (arithmetic and
 geometry) for the presentations of mathematics.
 -Making materials for the presentations of mathematics.

 EVALUATION: 10 % Attendance and satisfactory participation in class and practice 20 %
 Hands-on practice of materials and activities
 50 % Student's Mathematics and Geometry teaching manuals, Part 2
 10 % Theory Notes: Introduction to Mathematics, Geometry; Stories in
 mathematics & geometry, Part 2
 10 % Student's own written mathematics presentations and materials
MACTE
COMPETENCIES:
 KNOWLEDGE:
 1a. Montessori Philosophy
 1b. Human Growth and Development
 1c. Subject matter for each Course Level
 1d. Community resources for learning
 PEDAGOGY
 2a. Correct use of Montessori materials
 2b. Scope and sequence of curriculum
 2c. The prepared environment
 2i. Support and intervention for learning differences
 2j. Culturally responsive methods

TEACHING WITH GRACE AND COURTESY
        3c. The Montessori philosophy and methods (materials)
        3f. Innovation and flexibility

COURSE TITLE: MUSIC/ARTS CURRICULUM AND INSTRUCTION FOR THE ELEMENTARY YEARS (MO 654)

INSTRUCTOR: Rue

PURPOSE: To show by demonstration and lecture the scope and expression opportunities through art and music appropriate for children between the ages of six to twelve. To show by demonstration and lecture the scope and importance of movement, nutrition, and physical exercise for the development of a healthy mind and body.

OBJECTIVES: FOR MUSIC and ART

    -To understand how to introduce music as a language utilizing the voice, movement, instruments, and composition. *(1c, 2a, 3c)*
    -To help the children appreciate music and art throughout the history of human beings. *(1c, 2a, 3c)*
    -To understand how to utilize the various art media in the service of expression. *(1c, 2a, 3c)*

OBJECTIVES: FOR MOVEMENT

    -To understand how to utilize various physical activities for the health of children ages 6 to 12. *(1b, 1c, 2c, 3c, 3f)*
    -To understand nutrition and how to introduce the children to healthy eating habits. *(1b, 1c, 2c, 2d, 3d, 3f)*

**TEXT/
REFERENCE:** See attached list of required and recommended books. The Material Reference Books (music, art) of the student.

**SCHEDULE OF
  ACTIVITIES:** -Lectures which show the connection of the presentations to the development of the child and how the presentations fit together.
    -Demonstration of the presentations.
    -Group discussion to analyze the educational theory of each exercise.
    -Making of a Material Reference Book for the presentations of music.
    -Making of a Material Reference Book for the presentations of art.

EVALUATION: 10 % Attendance and satisfactory participation in class and practice 10 %
Hands-on practice of the materials and activities

30 % Student's Art teaching manual
10 % Hand-made art materials
30% Student's Music teaching manual
10 % Student's own written music and movement presentations

**MACTE
COMPETENCIES:**

KNOWLEDGE:
1b. Human Growth and Development
1c. Subject matter for each Course Level
PEDAGOGY
2a. Correct use of Montessori materials
2c. The prepared environment
2d. Parent/teacher/family/community partnership
TEACHING WITH GRACE AND COURTESY
3c. The Montessori philosophy and methods (materials)
3d. Parent/teacher/family partnership
3f. Innovation and flexibility

**COURSE TITLE: PHYSICAL AND BIOLOGICAL SCIENCE CURRICULUM
AND INSTRUCTION FOR THE ELEMENTARY YEARS
(MO 652)**

INSTRUCTOR: Rue

PURPOSE: This is a two-part course. Part I will show by demonstration and lecture the
presentations in biology, which are designed to give an
understanding of the life on earth. Part II will show by
demonstration and lecture the presentations of physical and
political geography, which are designed to give an understanding
of the interdependencies of the earth and the life upon it.

OBJECTIVES: FOR BIOLOGY

-To understand how to introduce the nomenclature associated with
plants and animals. *(1c, 2a, 3c)*
-To understand how to introduce various elements of biology; i.e.,
needs of plants and animals, physiology of plants and animals in
connection with their needs for survival, and the close
relationship between the physical environment and the various
life forms. *(1c, 2a, 3c)*
-To understand how to introduce a classification scheme for plants

and animals. *(1c, 2a, 3c)*

OBJECTIVES: FOR GEOGRAPHY

-To understand how to introduce the nomenclature of physical and political geography. *(1c, 2a, 3c)*
-To understand how to introduce various elements of physical geography, e.g., formation of the earth and the solar system, the composition of the earth, the work of the sun, air, and water, the formation of mountains, river, and other physical features, day and night, the seasons. *(1c, 2a, 3c)*
-To understand how to introduce human response to geographical phenomena; e.g., maps, latitude, meridians and time zones. *(1c, 2a, 3c)*
-To understand how to introduce the effects of various geographical phenomenon on the lives of human beings, for example, weather, climate, economics, and commerce. *(1c, 2a, 3c)*

TEXT/
REFERENCE: See attached list of required and recommended books. The Material Reference Books (biology and geography) of the student.

SCHEDULE OF
  ACTIVITIES: -Lectures which show the connection of the presentations to the development of the child and how the presentations fit together.
-Demonstration of the presentations.
-Discussion encompassing the educational theory of the presentations.
-Preparation of an illustrated Material Reference Books (biology and geography) for the presentations associated with science.
-Making materials for the presentations of biology and geography.

 EVALUATION: 10 % Attendance and satisfactory participation in class and practice 20 % Hands-on practice of materials and activities
50 % Student's Geography and Biology teaching manuals
10 % Theory Notes: Introduction to Geography, Biology; Stories in geography and biology
10 % Student's own written science presentations and materials

MACTE
COMPETENCIES:
KNOWLEDGE:
1c. Subject matter for each Course Level

PEDAGOGY
2a. Correct use of Montessori materials
TEACHING WITH GRACE AND COURTESY
3c. The Montessori philosophy and methods (materials)

COURSE TITLE: PRACTICUM Part 2 (MO 656)

INSTRUCTOR: Rue

PURPOSE: To practice the various professional and personal skills which a Montessori teacher uses. By working under a qualified Montessori teacher with a group of children, the student may focus on one professional task at a time. Student teachers may discern which facets of their personalities are most effective with young children at this stage of development.

OBJECTIVES: -To practice the main task of a Montessori teacher, which is to introduce a child to a piece of material at the proper time in the child's development and in such a manner that the child will take over and explore the material. *(1a, 1b, 2e, 2f, 2g, 2h, 2i, 2j, 3a, 3b, 3c, 3e, 3f)*
-To practice in "slow motion" the various tasks which a Montessori teacher does. *(2c, 2e, 2f, 2g, 2h, 2i, 2j, 3a, 3b, 3c, 3e, 3f)*

-To practice observation of children and their needs while also being active. *(2e, 2f, 2g, 2h, 3a, 3e, 3f)*
-To practice caring for a prepared environment. *(2c, 2f, 3e)*
-To practice instigating and maintaining the child's interest. *(1a, 1b, 1c, 2a, 2b, 2c, 2e, 2f, 2g, 2h, 2j, 3c, 3f)*
-To practice what limits are helpful to give an elementary age child and in what way they are given to help the child come to self-confidence and self-control. *(1a, 1b, 2c, 2d, 2i, 3a, 3d, 3e, 3f)*
-To practice keeping accurate, nonjudgmental, clear, and simple records, such records being the basis for communication with the child, the parents, and the administrator. *(2d, 2f, 2g, 2h, 3b, 3d, 3e)*

-To discover which facets of the student's own personality are appealing to children ages 6 to 12 and which are antagonistic to this stage of development. *(2g, 2h, 3f)*
-To experience the need for patience and a nurturing demeanor when working with children. *(1b, 2d, 2h, 2i, 2j, 3a, 3c, 3d, 3f)*

TEXT/

REFERENCE: See attached list of required and recommended books. The
Theory and Material Reference Books of the student.

**SCHEDULE OF
ACTIVITIES:** -Students review and plan lessons based on the tasks assigned both by
the instructor and the cooperating teacher. Students keep
detailed records of such plans.
-Students give presentations to the children under the supervision
of the cooperating teacher. Students write self-evaluations of
selected presentations.

EVALUATION: 5% The supervising teacher will initial a time card 15% The teacher
trainer will observe and discuss the student's
practice
40% The student's observations, interpretations, planning records, and
written reports
40% Adhering to Practice Teaching Guidelines while working with
children

**MACTE
COMPETENCIES:**
KNOWLEDGE:
1a. Montessori Philosophy
1b. Human Growth and Development
1c. Subject matter for each Course Level
PEDAGOGY
2a. Correct use of Montessori materials
2b. Scope and sequence of curriculum
2c. The prepared environment
2d. Parent/teacher/family/community partnership
2e. The purpose and methods of observation
2f. Planning for instruction
2g. Assessment & documentation
2h. Reflective practice
2i. Support and intervention for learning differences
2j. Culturally responsive methods
TEACHING WITH GRACE AND COURTESY
3a. Classroom leadership
3b. Authentic assessment
3c. The Montessori philosophy and methods (materials)
3d. Parent/teacher/family partnership
3e. Professional responsibilities
3f. Innovation and flexibility

**COURSE TITLE: SOCIAL STUDIES CURRICULUM AND INSTRUCTION
FOR THE ELEMENTARY YEARS (MO 653)**

INSTRUCTOR: Rue

PURPOSE: To show by demonstration and lecture the presentations of social studies, which give an understanding of the origins and development of the universe and of the human being's relationships to this development.

OBJECTIVES: -To understand how to introduce the development of the Earth and prehistoric life upon it. *(1c, 2a, 3c)*
-To understand how to introduce the developments of the life of human beings throughout the ages. In particular, to understand how to introduce the social studies of the child's own country. *(1c, 2a, 2b, 3c)*
-To understand how to utilize time-lines, charts, field trips, films, and artifacts to illustrate the development of human life on the earth. *(1c, 1d, 2a, 2b, 2c, 3c, 3f)*
-To understand how to introduce concepts related to the measurement of time. *(1c, 2a, 3c)*

**TEXT/
REFERENCE:** See attached list of required and recommended books. The social studies Material Reference Book of the student.

**SCHEDULE OF
ACTIVITIES:** -Lectures which show the connection of the presentations to the development of the child and how the presentations fit together.
-Demonstration of the presentations.
-Group discussion to analyze the educational theory of each exercise.
-Making of an illustrated Material Reference Book for the presentations of social studies.
-Making materials for the presentations of social studies.

EVALUATION: 10% Attendance and satisfactory participation in class and practice 20% Hands-on practice of materials and activities
50% Student's History teaching manual
10 % Theory Notes: Introduction to History; Stories in history
10 % Student's own written history presentations and materials

MACTE
COMPETENCIES:

KNOWLEDGE:
    1c. Subject matter for each Course Level
PEDAGOGY
    2a. Correct use of Montessori materials
    2b. Scope and sequence of curriculum
    2c. The prepared environment
TEACHING WITH GRACE AND COURTESY
    3c. The Montessori philosophy and methods (materials)
    3f. Innovation and flexibility

Montessori Institute of North Texas (MINT)

2020-2022 6-12 Diploma Course

Course Catalog

The Course Catalog is comprised of four courses which embrace Montessori theory, pedagogy, and practice. The courses are not taken independently, however, nor is there any enrollment subsequent to acceptance to the training course. Some of the courses run concurrently. The Director of Training will orient trainees to the respective sections of the course and to assignments connected with the course. [See the section on Assignments.]

The course is equivalent to graduate study, and the student's investment of time and commitment is commensurate. In addition to the scheduled course hours during the summer, students should plan to spend a minimum of 20 hours per week for reading, writing papers and album work and study. Observation (90 hours at the 6-12 level plus 10 hours at the 3-6 level) and practice teaching (120 hours) and related assignments will be completed during the academic years; in addition, there will be regularly scheduled webinars during this time that students must attend. Written work and assignments will be due at specific times during the academic years.

NOTE: All hours listed for courses are minimum hours, and additional hours may be required.

SPECIAL PROVISIONS FOR 2020-2022 AMI 6-12 DIPLOMA COURSE

As an accommodation to the current restrictions due to the COVID-19 Pandemic,
the first summer of the 2020-2022 AMI 6-12 Diploma Course (Summer 2020) is being offered in distance format. Course descriptions in this section pertain to the traditional 6-12 Diploma Course format. On-site hours will be modified accordingly for this course to accommodate the revised schedule and may be subject to additional adjustments as conditions require. The 90% attendance requirement applies to all required live Zoom webinars.

I.   <u>**Child Development and Montessori Theory**</u>

Contact Hours: 90

Course Description:

   This material covers the development and characteristics of children between the ages of six and twelve, including fundamental human needs, basic human tendencies, the role of movement in education, the relationship between physical experience and brain development, psychological development, social development, and Cosmic Education.   Lectures include the medical and pedagogical research of Maria Montessori, her discoveries about the context and nature of learning, her early schools, and the formulation of pedagogy known as the Montessori Method.   Lectures include essential features of the prepared environment, the function of scientifically designed learning materials, and the role of the prepared adult in administration of the system for maximum benefit by children.

Requirements:

   1. 90% attendance at lectures and labs

   2. Participation in supervised and guided practical sessions

   3. Assignments based on theory topics

   II.   **Demonstration of Montessori Materials**

Contact Hours: 366 hours lecture, 168 hours lab (supervised practice)

Course Components: This course consists of six components:
   A. Language: 57 lecture hours
   B. Mathematics, Arithmetic and Algebra: 100 lecture hours
      Mathematics, Geometry: 50 lecture hours
   C. Geography: 28 lecture hours
   D. Biology: 36 lecture hours
   E. History: 25 lecture hours
   F. Music and Art: 40 lecture hours

A minimum of 168 hours of supervised practice is required.

Additionally, integrated foundation course lectures by 3-6 trainers on the subjects of Practical Life, Sensorial, Language, and Math in the Children's House will be presented: 30 lecture hours

Course Description:

Demonstration of the Montessori materials is the body of the teacher training course for children age 6 to 12. Demonstrations provide the foundation of experience which allows trainees to practice presentations in the prepared environment (model classroom), leading to readiness for work with children in an actual classroom. Each material is demonstrated in a simulated classroom setting and then expanded through a logical series of lessons which lead the child into exploration and discovery which confer learning. After presentation, the materials and lessons are analyzed step by step with an eye toward the trainee's ability to present systematically, to understand the correlation with child development, and to grasp the theoretical underpinnings of the learning materials.

Supervised practice and dialogue in a mock-classroom setting allows students to have hands-on practice with the Montessori materials before and after working with children. In supervised practice, the student's presentations are critiqued in a non-competitive and supportive atmosphere.

A. Language: 57 lecture hours plus 34 hours of supervised practice

This area begins with a review of the development of language in the child and its importance in the development of intelligence. Vocabulary development, further extensions in reading and language exercises suited to the 'sensitivities' of the child of this age group lead to reading with understanding. Further content includes the story of language, the history of writing, word study, spelling, grammar boxes and related classification along with analysis of simple, compound and complex sentences. Writing proceeds from short stories to composition, the structure of paragraphs and composition, appreciation and development of style, along with a history and study of literature.

B. Mathematics Arithmetic and Algebra, and Geometry: 150 lecture hours plus 80 hours of Supervised Practice

Arithmetic and Algebra

The introduction to mathematics includes the development of the Mathematical Mind, indirect preparation leading to abstraction in mathematics and the purpose and use of the mathematical material. The following items are covered: The story of numbers, continuation of the hierarchy of numbers, linear counting, long multiplication and long division, laws of operations, multiples, factors, divisibility, group division, fractions (both common and decimal and their related operations), squares and cubes of numbers, powers of numbers, number bases (other than 10), squaring and square root, cubing and cube root, signed numbers, measurement, ratio and proportion, beginning algebra and word problems.

Geometry

The development of the Mathematical Mind also includes Geometry. Arithmetic, Geometry and Algebra are intertwined in Mathematics in a way that provides more meaning and understanding than if one takes the branches of Mathematics separately. Particular contributions from Geometry include the concepts of congruent, similar and equivalent; a study of polygons along with circle/angles/lines in all their details; equivalence of plane figures; area; and volume, from equivalency to calculation of volume and development of formulae.

C. Geography: 28 lecture hours plus 16 hours of Supervised Practice

Geography is explored through the use of stories, experiments, charts and children's activities. Geography study has two main sections: natural geography and human geography. Natural geography includes: creation of the earth, composition of the earth, laws that elements must follow, movements of the earth and their consequences along with the work of air and water. Human geography includes how people have met their needs while living in different zones on the Earth, the interdependence of humans in society and economic geography.

D. Biology: 36 lecture hours plus 22 hours of Supervised Practice

Biology is explored through the use of stories, experiments, charts and children's activities. The study of biology includes two main areas: botany and zoology. Botany begins with The Story of Plants and then proceeds to look at the needs of plants, the function of leaves, roots, stems, flowers, fruits and seeds as well as their varieties and their classification. Zoology includes story material about animals, examination of body functions and classification. Botany and zoology are united in a study of ecology.

E. History: 25 lecture hours plus 16 hours of Supervised Practice

Stories, time lines and charts aid in the presentation of both natural history and human history. Natural history includes geology and the changes in the Earth over time along with the coming of life on Earth. Human history includes the coming of human beings, the fundamental needs of humans, food gathering, the development of agriculture, the growth of urban ways of living, the development of civilizations, migrations, the development of culture ... to the present day. Children move from telling time on a clock to a linear representation of time that enables them to grasp the length of time that it has taken for all of the above to happen.

F. Music and Art: 40 lecture hours

Areas covered in music include singing, listening, music theory and ear training, movement and rhythm, playing instruments, history and literature. No previous musical experience is required. Montessori music is designed to be a regular part of the children's everyday environment, so it is a regular part of the integrated curriculum.

Areas covered in art include preparations and planning for creative expression in Cosmic Education, principles and elements of art, mechanisms and techniques, media and supplies, health and safety considerations, history and literature. No previous artistic experience is required. Montessori art is designed to be a regular part of the children's everyday environment, so it is a regular part of the integrated curriculum.

Requirements:

1. 90% attendance at lectures and labs

2. Participation in supervised practice

3. Submission of 10 albums:

Theory

Language

Mathematics (2)

Geometry

Geography

History

Biology

Music

Art

Each album will contain:

Material presentations, illustrations, student assignments and other materials

Handouts given on the course

[See Assignments.]

The album must reflect the content of the course lectures, be clearly organized and neatly presented. The album must follow the suggested format and be either typed or written carefully in ink on clean, unwrinkled, unlined white opaque paper. Photocopies are not allowed. Copies or extracts of another person's album submitted as the student's work may be construed as a violation of academic integrity and may be cause for dismissal. This includes transfer of computer data from one student to another.

III.   Observation

Subject Hours: 90 hours independent observation at the 6-12 level, plus 10 hours at the 3-6 level

Course Description:

A total of 90 hours of directed observation is required in selected Montessori 6-12 environments (of children age 6 to 12) which are directed by trained adults who hold the AMI diploma, plus 10 hours of observation at the 3-6 level.   MINT staff oversees the selection of classrooms.   Trainees keep detailed records in an observation journal. Lectures are given beforehand to convey the importance of observation in Montessori pedagogy, to provide skills in the focus necessary for observation, and to direct the observation toward specific objectives.

Requirements:

1. Detailed journal of:

    Observations

    Reflections on Observations

2. Log of attendance initialed daily by supervising teacher

3. Completion and acceptance of Observation assignments

IV.   Practice Teaching

Subject Hours: 120 hours

Course Description:

The student teaches in a classroom and works under the guidance of an experienced AMI Montessori teacher.   Arrangements are coordinated by MINT staff to link trainees with appropriate classrooms. On-site practice with children enables the student to apply the techniques and strategies learned. Lectures and conferences prepare the trainee to enter the host classroom as a novice teacher. Two intensive, two-week sessions help students crystallize concepts learned and make new connections

between the material, the role of the adult, and the growth of the child, preparing for and culminating in AMI oral examinations.

Requirements:

1. Detailed journal of:

   Lesson planning

   Lessons given

   Practice teaching experiences

   Observations and Reflections

2. Log of attendance initialed daily by supervising teacher

3. Completion and acceptance of Practice Teaching assignments

1st year primary

MONTH	PRACTICAL LIFE	SENSORIAL/MATH	LANGUAGE	CREATIVE ARTS	GEOGRAPHY	SCIENCE
SEPTEMBER	**Preliminary Exercises** -Rolling mat -Wiping table -Greet & goodbye -Transfer ex. Pouring rice -Folding -Moving furniture -Open & Close door -Carrying a tray -Pincer grasp ex. **Body Awareness** -Walking Heal/Toe on Line -Actions to songs and poems (language) K.5 participate in physical activity (PE) K. 4 respond to music w/movement (PE) **Care of the Environment** -Dusting -Sweeping -Watering a plant **Care of Person** -Hand washing #1 -Pack and Unpack (lunch box and back pack) -Slippers/shoes **Grace and Courtesy** K.4 Go over classroom and playground safety rules (P.E.) -Interrupting K.8- (a) taking turns (civics) K.5 Personal behavior, during play, respecting property of others, respecting personal space (health)	**Sensorial** K.2 (science) 5 senses & sensory descriptions **Auditory** -Listen for the bell game K.7 determine speech or song **Baric** -Carrying heavy and light objects. (i.e. jugs of rice, sand, or cotton) **Gustatory** - Intro to sweet, salty through snack experiences **Olfactory** – Intro: garden herbs **Sight** -Solid Cylinder 1 block (each block one @ a time) -Intro to Geo cabinet K.11 - 1st Color box -Pink Tower -Brown stair **Tactile/Stereognastic** K.15 Sorting Sorting shells, beads,etc. -Rough smooth boards K.4 Shape circle, rectangle, triangle and square -Geo cab. intro **Thermic** – Intro to the feeling of hot/cold in the environment	**Oral Language** K.1 Use of oral language (a)stories K.5 Differentiate between speaking and singing -Songs and finger plays -Conversations using objects -vocab. Objects -vocab. Pictures -Read aloud picture books indirect intro to begin. mid. & end Three period lesson in all areas of the curriculum **Written Language** -Sound game: letter sound association **Reading** K.5 Understanding how print is organized. (a) Hold book in correct position (b) Identity the front cover, title page, and back cover	**Care and use of materials** K.9 Identify sequence of making art work. (including clean up**.)** -clay/leaving in a sphere for the next person -crayons b/w use eraser sponge to erase marks on tray or underlay -cleaning up gluing tray and brush **Technique** K.10 Motor skills (pinching squeezing, twisting, pounding, rolling, folding, cutting, modeling 2D & 3D art. -rolling clay into a sphere -collage, over lapping paper -Use crayons to draw lines: -Using black crayon on white paper and white crayon on black paper -B/W paper and crayons -Chalk on black paper **Exploring Fine Art**- Folder with pictures of art from widely diverse mediums. Explore one at a time. As, what is going on in this picture? Why do you say that? What more can we find?	K.4 Map of the world Sand paper globe Land and water forms	-Life Cycle of the Monarch butterfly -Parts of a Caterpillar -Begin composting coffee and egg shells -parts of an apple -parts of a worm

	Practical Life	Sensorial/Math	Language	Fine Art	Geography	Science
OCTOBER	**Body Awareness**	**Auditory**	**Oral language**	**Care and use of materials**	-Continent Puzzle	K.6 Living and Non- living(a) classify
	K.4,5,	K.2 perform rhythmic patterns including sound and silence	-Three period lesson in all areas of the curriculum	K.19 ID sequence of steps in making Art Work.	-Continent of North America	(b)characteristics
	-Walking on line exercises.(P.E.)	-Rhythm clapping game	-Sharing	-How to take care of a paint brush	-Our neighbors Canada and Mexico	-Plant and animal puzzles
	-Motions to poems and songs (P.E.)	K.7 Create music through variety of experience (music)	-Puzzles	-Clean out paint palate	-Flags of USA, Canada and Mexico	-Parts of a butterfly
	Care of Environment	**Baric**	**Written Language**	-Where to put painting when finished.	-Geography folder for the Monarch butterfly	-Parts of a spider
	-Table Washing	-Carrying milk jug with sand down hallway and back and carrying an	-Continue with sound game	-How to fold paper using a bone fold		-Parts of a pumpkin
	-Polishing wood	empty milk carton down the hall and back.		-Where to put scraps of paper		
	-Dishwashing	**Gustatory**	**Reading**	**Technique**		
	-Eyedropper transfer	-Kinds of apples, sweet/sour	-Picture book exploration beginning and end.	Fine Art K.3 ID & use of colors-red, blue, yellow		
	Care of Person	**Olfactory** – Cinnamon/coffee		-Use primary color crayons and pastels K.3 (Art) K.4(Science)		
	-Hanging up coat	**Sight**		-Paint using one color.		
	-Button, zipper, snapping frames.	-Color box 1 & 2, K.4 K.3(Art) K.4(Science)		-Rolling clay into a cylinder/snake		
	-Stringing beads	-Solid Cylinder 2 blocks		- participate in making a mural.		
	Food Prep.	K-4 (Science)		-Use bold fold to make legs of spider (accordion fold)		
	-Washing Produce Spreading (cheese)	-Geo cabinet 2 drawers		**Exploring Fine Art** –Explore diverse paintings.		
	-Make tortillas (with sugar and cinnamon)	-Red Rods (K,10)		**Frieda Kahlo & Diego Rivera paintings and murals**		
	-Mortal & Pestle (Hot chocolate)	**Tactile/Stereognostic-**				
	-**Grace & Courtesy**	Sorting seed pods, bulbs etc.				
	K.4 Go over classroom and playground safety rules (P.E.)	-Geo. Cab. Tracing 1 drawer at a time				
	-Asking for Help and No Thank you	-Geo Solids K.4 (Science)				
		-Mystery Bag				
		Thermic-experience with warm and cold, (water) K. 10(Math)				

NOVEMBER					
	Body Awareness	**Auditory**	**Oral language**	**Care and use of materials** –Review and represent areas of weakness	-Puzzle map of North America
	K.1 locomotors & non locomotors & manipulative skills:walking, running, hopping, jumping, landing, bending, pushining, pulling, stretching, turning, twisting, swinging, rocking & balancing	K.7-Intro to playing rhythmic instruments	-Intro to three part cards	-Caring for pin	- North America Geography Folder.
		Baric	-Three period lesson in all areas of the curriculum	Punch	-John Singer Sargent
	Care of Person (P.E.)	-Baric cylinders or other experiences in the environment		-Care for pencils.	
	K.3.a Need for safety and rules	**Gustatory** – sour/salty	**Written Language**	**Technique**.	K.9 Pledge of Allegiance
	(health)	-Cranberry, pretzel	-Rhyming words	- Folding paper making crisp creases using a bone folder.	-Leader of US, President
	Care of Person	**Olfactory** –Vanilla/Chocolate	**Reading**	-Pin punching /positive and negative.	-ID the US flag
	-Blowing nose Health K.2c germs-common disease	**Sight**-Review	-Book exploration, Title, Author, illustrator	-Make leaf prints in the clay	
	-Putting on jackets/coats	-Solid Cylinders 3 blocks		-Crayon rubbings of leaves	
	-Zipper, small button and snapping frame	-Binomial Cube		-Iron leaves in wax paper.	
	Care of Environment	**Tactile/Stereo gnostic**-Sorting leaves		-Different ways of holding a pencil for effect	
	-Leaf washing	-Geo Solids matching		**Exploring Fine Art**	
	-Table setting	-Fabric matching K.4(c)Texture		- Native American art	
	-Folding napkins	-Geo cabinet 3 drawers at a time		⁻American artists	
	-Flower arranging	**Thermic-** Discuss different effects of hot and cold. What does the oven do? What does the fridge do?			
	-Polishing silver				
	Food Prep				
	-Pouring water into a cup				
	-Chopping				
	-Thanksgiving				
	Grace and Courtesy: May I please and Thank you.				

Additional right column items:
-Plant and animal
-Botany cabinet
-Parts of a Tree
-Parts of a leaf

DECEMBER	**Care of Person:** Add lotion to hand washing lesson. -Cleaning shoes -Putting on mitten/glove **Food preparation** -Serving a snack --Mortal & Pestle with spices -Gingerbread houses **Care of** **Environment** -Pomanders using oranges and cloves -Centerpiece flower arrangement using greens and a candle for the holidays -Dusting a shelf -Making potpourri -Folding polishing clothes -Brass polishing **Grace and Courtesy** Giving and receiving gifts.	**Auditory** K.1 Sing songs & play instruments -Playing instruments at specific times w/singing (jingle bells) K.3 Sing, play, move at Appro. X's following vocal /instr. intro K.8 demonstrate fast slow/pp/ff K.10 distinguish between tone colors: voices/instruments, men/woman voices **Baric** **Gustatory** – sweet/sour **Olfactory**-Cloves/peppermint **Sight**- -Solid Cylinders 3 blocks **Tactile/Stereo gnostic** -Sorting spices -Geo solids game -Geo cab. 4-6 drawers **Thermic-** warm/cold using coat to warm body	**Oral Language** -Three period lesson in all areas of the curriculum -Practicing 3 part cards **Written Language** -Opposites -Things that go together -Sound game with beginning sound **Reading**-review beginning and end of a book and introduce "What happened in the middle?"	**Care and use of materials** -How to carry scissors **Technique** -Beading using pipes cleaners. -Using photos in art. -Pin punching -Intro to cutting **Exploring Fine Art:** Exploring paintings of mothers and their children. -Mary Cassatt -Nutcracker Suit -George Friedrich Handle	-Rocks -Planets and stars -Introduce Hubble picture of the day	K.5 ©buoyant/non/buoyant -Planets -Layers of the earth K.3 Magnets: (a) effect of magnets
JANUARY	**Care of person** -Cleaning shoes -Putting on mitten/glove **Care of Environment** -Dusting a shelf with emphasis on placement. -Cleaning leaves of plants **Grace and courtesy** -Taking ones turn in line **Food Prep** - Making ice cream	**Auditory** -Pitch: High/Low **Baric-**Compare heavy/light -Tablets **Gustatory** -Sweet/salty **Olfactory**-Review & add Rosemary **Sight**-Review -Geometric solid cards 1 set -Sorting rocks **Tactile/Stereo gnostic**- -Finding geo solids in environ. -Solid cylinders distance game -geo cab. 5 & 6 drawers **Thermic-**Blubber experiment -Mitten experiment	**Oral Language** -Three period lesson in all areas of the curriculum -Poems about Penguins **Written Language** -Sand paper letters and sounds. -Spatial positional words -Metal insets (depending on development of pincer grasp) -Sand paper letters **Reading**	**Care and use of materials:** Review using glue and caring for brush -caring for pin punch **Technique:** -Using salt to add texture to paintings. -Using black crayon and white chalk to create snow pictures. -Using whip stitch, sew paper mittens. **Exploring Fine Art:** Focus on Ansell Adams and compare paintings with photographs.	-Continent of Antarctica -Geography folder for Antarctica Intro to conservation -Story about Snowflake Bentley -Mozart's birthday Jan.27th -Martin Luther King	-Blubber experiment -Parts of a Penguin -Kinds of Snowflakes -Kinds of Penguins

FEBRUARY	**Care of Person**	**Auditory**	**Oral Language**	**Care and use of materials**	-Map of Africa	-Growing Amaryllis like GWC
	-Sleeping well	-Sing with rhythmic clapping	-Three period lesson in all areas of the curriculum	**Technique**	-Africa geography folder focus on animals of Africa	-Parts of a Spider
	K.2 Concept of being healthy (a) emotions that affect physical health.	**Baric**	**Written Language-**	-Ironing crayons between wax paper	-George Washington Carver	-Parts of a mammal
	Care of Environment	- Baric tablets	-Continue with sandpaper letters if child is ready	-Intro to colored pencils	- George Washington, Thomas Jefferson,	
	-Scrubbing a shelf	**Gustatory**	Syllable counting	-Intro to block print	Abe Lincoln, and FDR (coins)	
	-Polishing pennies and coins.	-Sweet/salty/sour	**Reading-**Folktales and storytellers, Anansi stories	-Pinch pots with clay		
	Food Prep. -	**Olfactory**-coffee/peanuts	as well as Jacob Lawrence books.	**Exploring Fine Art-**Jacob Lawrence		
	Humus and Pita bread	**Sight-**Review				
	Grace and Courtesy	-Distance games with Solid cylinders and geometric cab.				
	-Conflict resolution	-Geo Cab.W/solid cards 2 drawers				
	K.5 Seek guidance e to help resolve conflict.	-Trinomial cube				
	(a) Peaceful solutions	**Tactile/Sterognastic**-sorting coffee beans, peanuts, other spices				
	(b) Importance of sharing info w/trusted adults	**Thermic-** Intro to Tablets				

MARCH	Body Awareness	Auditory	Oral Language	Care and use of materials	-Puzzle of Europe	-growing bean seeds.
	-Balance beam exercises	-Staccato/legato		-keeping water colors clean	-Europe Geography folder	-Identifying weeds in the garden
	Care of Person	**Baric** -	-Three period lesson in all areas of the curriculum	**Technique**	-Bach's Birthday	-Composting with coffee and eggshells.
	-Setting up tables for lunch	**Gustatory** – root veggies		-Water color presentations		-Use of gardening tools
	-Nutrition	-radish, sweet potato, carrot	**Written Language**	-Weaving paper		
	Care of Environment	**Olfactory**-Rosemary/lavender	-Intro to initial sound	**Exploring Fine Art**		
	-Flower arranging	**Sight**-Review		-Vincent Van Gogh		
	-pouring with funnel	-Geo. Cab. w/solid cards 3 drawers	**Reading**-	-Renoir		
	-Using a laddle	-Games w/Color boxes 1 & 2	K.6 print convey meaning (a) ID signs & logos	-Matisse		
	Food Prep.-Gazpacho, Pasta, Croissants	-constructive triangles #1	(b)know printed mat. Conveys info	-Picasso		
	-Pouring tea pot w/lid	**Tactile/Stereognostic**-	Retell a story that you read, or is read to you.			
	-Grinding egg shells	-sorting grains				
	Grace and Courtesy	**Thermic**-				
	- After you.					
APRIL	**Body Awareness**	**Auditory**- Intro to Sound Cylinder	Oral Language	**Care and use of materials**	-Puzzle map of Asia	Parts of the Flower
	Care of Person	ˉ Bird Sounds	-Three period lesson in all areas of the curriculum	-mixing paints using only the primary colors	-Flags of Asia	-starting seeds for the garden
	Care of Environment	**Baric**	**Written Language**	- Introduce care and threading of a needle	- Geography folder for Asia	-Parts of the bird
	Food Prep.	**Gustatory**-Tasting Jars	-Itro to ending sounds		-Hokisai	
	-Noodles and Calif. Rolls	**Olfactory**-Smelling jars	-Sand calligraphy			
	Using chop sticks	**Sight**-	**Reading**-Participate in acting out a story.	**Technique**		
	-Pour from Turkish coffee pot side spout	-Geo.Cab. w/solid cards 4 drawers		-Show how paint can be mixed to create a new color.		
	-Pour Saki set	-Constructive triangles #2		- sewing up and down through fabric		
		Tactile/Stereognostic-Use blindfold and review previous exercises		-ink brush painting		
	Grace and Courtesy	**Thermic-**measuring heat in worm bin or somewhere in environment		**Exploring Fine Art**: Asian Art, Hokisai		
	-Introducing self					

| MAY | **Food Prep.**
-Roasted Yucca or plantain.
-Chocolate
-Using a tortillas press

Grace and Courtesy
- Looking at the person you are speaking with or listening to. | **Auditor**-Striking a bell
Baric - Review
Gustatory- Kinds of Chocolate
Olfactory- bottles (chocolate and vanilla)
Sight-Review
-Geo. Cab. w/solid cards 5-6 drawers
-Constructive triangles #3
Stereognostic
Tactile
–Sandpaper tablets matching
Thermic- warm water and hot water measuring temp with thermometer | **Oral Language**

-Three period lesson in all areas of the curriculum
Written Language
-Make up a story
Reading
-Use props to act out a story | **Care and use of materials**

Technique
-Coil pots with clay
Exploring Fine Art | Geography Folder for Australia.
Flags of Australia & New Zealand | parts of a macaw
-parts of a fish |
| JUNE | **Care of Person**
Food Prep.
See possum magic
Grace and Courtesy
-Inviting a friend to snack/refusal | **Auditory**
Intro to matching bells sounds
-Diggery music of Australia
Baric
Gustatory-
Olfactory-
Sight-Review
-Constructive triangles #4
Geo. Cab. w/thick line cards 6 drawers
Tactile/Stereognostic
-Grading sandpaper tablets
Thermic-thermic bottles | **Oral Language**
-Three period lesson in all areas of the curriculum
-Ask and answer questions
Written Language
-Review skills
Reading
-review skills | **Care and use of materials**
Technique
Dot painting
Aboriginal art (using crayons on sandpaper)

Exploring Fine Art
Aboriginal art & cave paintings | Geography Folder for Australia.
Flags of Australia & New Zealand

South America Geography folder.
South American flags.
Train ride through Peru | Garden work – Preparing garden for the summer.
Parts of Reptiles
-Parts of Koala, Platypus and Kangaroo

- |

NOTES:

All Grace and Courtesy lessons will be presented at the beginning and throughout each academic year of each year.

MONTH	PRACTICAL LIFE	SENSORIAL/MATH	LANGUAGE	CREATIVE ARTS	GEOGRAPHY	SCIENCE
SEPTEMBER	**Preliminary Ex.-** review preliminary exercises during the first week of school **Body Awareness** – review movement -Act out life cycle of the butterfly. -The Silence (towards the end of 1st week before new students enter) **Care of the Environment –** review these especially in the first week **Care of Person** - prep of lunch tables -Slippers/shoes **Grace and** **Courtesy** K.8© Personal belongings (d) rules & consequences - How to ask to help someone, and what if they say no?	**Sensorial** – all sensorial lessons should have been presented, with the exception of the remainder of bell lessons. Now is the time for practice and exploration of what they know using the distance games blindfolds etc. Representing may be necessary. **Concept of numbers 1-10** -# rods -cards #symbols (1-10) **Decimal system** **Teens and tens** **Memorization**	**Oral Language** -Songs and finger plays -Read aloud picture books focus on begin. mid. & end -Three period lesson in all areas of the curriculum. - 3 – part vocab. Cards Exploring pictures and answering the following questions: -What's going on in this picture? -What makes you say that? -What more can you find? **Written Language** -Review and continue with Sandpaper letters -Sand paper letter booklets or other recordkeeping device to help self monitor. -Practice letters on chalk board -Metal Inset Lessons #1 K.9 Identify author and illustrator's jobs K.12 (a)Differentiate pictures from writing. **Reading**- K.5 Understanding how print is organized. © Identify print vs. pictures (d) Left to right and top to bottom	**Care and use of materials REVIEW** -clay/leaving in a sphere for the next person -crayons b/w use eraser sponge to erase marks on tray or underlay -cleaning up gluing tray and brush **Technique** K.10 Motor skills (pinching squeezing, twisting, pounding, rolling, folding, cutting, modeling 2D & 3D art. -rolling clay into a sphere -collage, over lapping paper K.3 lines: straight, curved, thick, thin, long, short, vertical, Horizontal & diagonal -Using black crayon on white paper and white crayon on black paper - Pin punching **Exploring Fine Art**- Intro to Henri Matisse and his cut outs and collage.	K.4&5 World map Language (continents) Continent puzzle map. Use Animals to help review language. Pin punch continents. -Review language for land and water forms. Use pin punch to help review	-Life Cycle of the Monarch butterfly -Parts of a Caterpillar -Begin composting coffee and egg shells -parts of an apple-use pin punching to help review parts of an apple. Make a chart as possible follow o work and assessment.

	Practical Life	Sensorial and Math	Language	Fine Art	Geography	Science
OCTOBER	**Body Awareness** -Independent Yoga **-Care of** **Environment** -Cloth washing - Ironing **Care of Person** - dressing frames. **Food Prep.** -Washing Produce Spreading (cheese) -Pressing tortillas -Make tortillas (with sugar and cinnamon) -Mortal & Pestle (Hot chocolate) **-Grace & Courtesy** -Conflict resolution, look into eyes of the person you are speaking with and tell them what is on your mind. Give the other person a turn to talk.	**Sensorial:** - Continued work with all presentations with emphasis on language, especially in the area of shapes. **Concept of number** - Distance game with #rods - Intro to spindle box and zero **Decimal system** **Teens and tens** **Memorization**	**Oral language** K.3 Oral communication: (g) follows 1 & 2 step directions(h)how & why questions K.4Phonemic Awareness a) Syllables (b)Rhyme (d) segment sounds (e)ID words w/same sounds **Written Language** -Moveable alphabet with those who are ready -Practice letter with water brush -Metal inset lesson #2 **Reading** - Review Picture book exploration beginning and end.	**Care and use of materials**-Review -How to take care of a paint brush -Clean out paint palate -Where to put painting when finished. -How to fold paper using a bone fold -Where to put scraps of paper **Technique** -Paint using three colors and mixing. -Intro to Mexican tissue flowers. -Weaving God's eye - Folding paper making crisp creases using a bone folder -paper sculpture of pumpkin -Participate in making a mural **Exploring Fine Art** Explore murals and why they are made.	-Continent of North America language -Our neighbors Canada and Mexico -Flags of USA, Canada and Mexico -Geography folder for the Monarch butterfly - **Frieda Kahlo & Diego Rivera paintings and murals**	Living and Non- living -Plant and animal -External Parts of a butterfly -Parts of a spider -Parts of a pumpkin _Use charts and collage as possible follow up and assessment
NOVEMBER	**Body Awareness** -Independent movement with props i.e walking on line with carrying various objects. **Care of Person** -Sewing with a needle and thread **Care of Environment** -Collecting and preparing coffee grounds and egg shells and pencil shavings for the garden Food Prep -Chopping -Thanksgiving **Grace and Courtesy:** How to be a gracious guest or host.	**Auditory** -Intro to matching bells (3) bells at a time. **Concept of numbers 1-10** -Ways to make 10 w/#rods -Spindle box with bows/ties -Cards and counters **Decimal system** -Intro to decimal system with beads and cards -Formation of #'s w/beads **Teens and ten** -100 chain **Memorization**	**Oral language** **Written Language** -Using movable alphabet to record your thoughts -Metal inset #3 **Phonemic Awareness** K.4(c)-Multisyllabic words **Reading**-Book exploration, Title, Author, illustrator	**Care and use of materials** –Review and represent areas of weakness -Care for pencils. -Care of a needle **Technique**. -Threading a needle -Pin punching /positive and negative. -Make leaf prints in the clay -crayon rubbings of leaves -Iron leaves in wax paper. -Different ways of Holding a pencil or crayon for effect **Exploring Fine Art** Con't discussing current art folders focus on Native American crafts, i.e. beading, clay... etc.	-Puzzle map of USA language - North America Geography Folder. -Native American art -Mary Cassatt -John Singer Sargent -Explore deeper the animals of North America Thanksgiving celebration: -Eating -Crafts, beading, doll making, game making, etc -Games: Hoop rolling, skipping rope,	- External parts of a Fish -Botany cabinet -Parts of a Tree -Parts of a leaf -Use clay sculpture or impressions, collage, charts, punching etc. as possible follow up and assessment.

	Practical Life	Sensorial / Math	Language	Art	Culture/Geography	Science
MBER	**Care of Person:** -Bow frame -Sneezing politely **Grace and Courtesy**: Sending cards either for Christmas or New Year, or thank you cards. **Movement** – Dancing to various types of music. **Food preparation** -Serving a snack --Mortal & Pestle with spices -Gingerbread houses **Care of Environment** -Making potpourri	**Auditory** -Matching up to 8 bells at a time **Thermic** -Using a thermometer to see the difference between temp. inside and out. **Concept of numbers 1-10** K.6 (+)(-)whole numbers to 10 -Addition with #rods -Memory game **Decimal system-** 45 Layout -Building numbers with beads and cards **Teens and tens** -Intro to teens beads -Intro to teen boards **Measurement** -Collect things shorter than the tallest red rod…etc.	**Oral Language** - Picture Vocab cards **Written Language** - Moveable alphabet to record phrases. - Metal inset lesson #4 **Phonemic Awareness** K.7 Understand basic phonetic principles (a) ID name **Reading**-review beginning and end of a book and explore What happened in the middle?" -Practicing 3 part cards	**Care and use of materials** **Technique** -Beading using channel sticks. -Centerpiece flower arrangement using greens and a candle -Using photos in art. -Using scissors to cut out snowflakes **Exploring Fine Art:** Exploring paintings of mothers and their children.	-Planets and stars language -Nutcracker Suit -George Friedrich Handle	-Buoyant & non buoyant -Planets -Rocks -Layers of the earth -Introduce Hubble picture of the day -External parts of a mammal
NUARY	**Care of person** -Sewing a button **Care of Environment** **Grace and courtesy** Food Prep -Making ice cream	**Auditory** **Thermic-**Blubber experiment -Mitten experiment **Concept of numbers 1-10** **Decimal system** -Building #'s with beads then cards **Teens and tens** -Tens beads & boards **Memorization**	**Oral Language** -Poems about Penguins **Written Language** -Spatial positional words review -metal insets lesson #5 -writing stories with movable alphabet. **Reading-** Phonetic Object game	**Care and use of materials:** Review using glue and caring for brush -Caring for needle and scissors **Technique:** -Using salt to add texture to paintings. -Using black crayon and white chalk to create snow pictures. -whip stitch sewing paper mittens. **Exploring Fine Art:** Focus on Ansel Adams and compare paintings with photographs.	K.3 Language: location of people places and things positional words: near/far, above/below, left/right, behind/front -Continent of Antarctica -Geography folder for Antarctica -Story about Snowflake Bentley -Mozart's birthday Jan.27th -Martin Luther King Jr.- peace maker	-Blubber experiment -External Parts of a Penguin -Kinds of Snowflakes -Kinds of Penguins -Making charts of pin punches of snowflakes and penguins as follow up and assessment.

Care of Person	Auditory	Oral Language	Care and use of materials	-Map of Africa/language	-Growing Amaryllis like GWC
-Sleeping well	- Intro to grading bells, review high/low pitch	Written Language-	-Clicking caps on markers	-Africa geography folder	-Peanut plant
Care of Environment	Concept of numbers 1-10	Syllable counting (review)	Technique	-George Washington Carver	-External Parts of a Spider and Parts of a reptile
-Scrubbing a shelf because it is dirty.	Decimal system	-Making metal inset booklets	-Ironing crayons between wax paper	K.7 money recognize penny, nickel, dime and know	-Use charts for follow up work and assessment
-Polishing pennies and coins.	(+) With golden beads	Reading-Folktales and storytellers, -Anansi stories	-Grating crayons for melting between wax paper	their value (Math)	
Food Prep.-	Teens and tens	-Jacob Lawrence stories	-Review to pastels	- George	
Humus and Pita bread		-Labeling the environment	-Intro to markers	Washington, Thomas Jefferson, Abe Lincoln, and	
Grace and Courtesy	Memorization		-Pinch pots with clay	FDR (coins, bills and monuments)	
-Conflict resolution			-Printing	-Review continent of Africa through animals.	
			Exploring Fine Art-		
			Jacob Lawrence and his paintings that tell a story.		
			K.18 Discuss thoughts, experiences, feelings expressed in works of art.		

RCH	**Body Awareness** Balance Beam **Care of Person** -Nutrition **Care of Environment** -Make food sticks for the birds that are returning -Flower arranging cuttings from outside **Food Prep**.-Gazpacho, Pasta, Croissants **Grace and Courtesy** - Stand aside and say, "After you."	**Sensorial** **Auditory** K.9 ID classroom instruments by sight & sound (music) **Concept of numbers 1-10** -Counting in environment i.e. lunch count etc. **Decimal system** - (x) with golden beads **Teens and tens** -Intro to 5 or 10 square chain **Memorization**	**Oral Language** -Retell a story that you read, or is read to you **Written Language** - Write thoughts using movable alphabet. -Intro to the article -Writing name in cursive **Reading**. -3 letter word cards -Phonogram intro magic e	**Care and use of materials** -Keeping water colors clean -Keep sewing basket tidy **Technique** -Water color presentations -Weaving with yarn -Sewing beads on fabric **Exploring Fine Art** -Vincent Van Gogh -Renoir -Matisse -Picasso	-Puzzle of Europe/language -Europe Geography folder K.3 Location of: near/far, above/below, left/right -Bach's Birthday	-Song birds -External parts of a bird -Growing bean seeds and other seeds in for the garden. -Identifying weeds in the garden -Composting with coffee and eggshells. -Make charts for follow up work and assessment.
RIL	**Body Awareness** -Ribbon dancing **Care of Person** Using chop sticks **Care of Environment** **Food Prep.** Noodles and calif. rolls _Intro to seaweed **Grace and Courtesy** -Introducing self	**Sensorial** - Review **Concept of numbers 1-10** **Decimal system** -Practicing independently (+)(x) **Teens and tens** -Intro to all square chains **Memorization**	**Oral Language** **Written Language** -Continue exploration with movable alphabet **Reading**-Participate in acting out a story. -Reading 4 letter word cards - Intro to phonogram w/moveable alphabet	**Care and use of materials** -review caring for art materials -mixing paints using only the primary colors **Technique** -Water color a flower. -Block printing -Marbleizing paper **Exploring Fine Art**: Asian Art, Hokisai and music	-Puzzle map of Asia/language -Flags of Asia - Geography folder for Asia -Hokisai	Parts of the Flower -Starting seeds for the garden -External parts of a Frog
Y	**Food Prep.** **Things** -Roasted Yucca or plantain. -Chocolate -Tortillas with cinnamon and sugar toasted **Grace and Courtesy** -Inviting a friend to snack/refusal	**Concept of numbers 1-10** -Intro to Talley marks using the running game **Decimal system** -(-) with golden beads **Teens and tens** -Independent practice with square chains **Memorization**	**Oral Language** -Make up a story **Written Language** -Draw picture to match story as intro to recording stories. **Reading** -Use props to act out a story -Intro to short vowel phonics readers.	**Care and use of materials** -When gathering materials from nature, be respectful of living things and only pick up things that are not attached to a living thing i.e. don't pick the flowers **Technique** - Using Nature to make art/Andy Goldsworthy -Focus on weaving. **Exploring Fine Art**	Puzzle of SA/language Geography Folder for South America. Flags of South America Train ride through Peru-stamping ticket from the shore, through the mountains to the jungle to show the diversity of the life styles in SA	External Parts of a Macaw Parrot -The layers of the rain forest, Emergent, canopy, understory, forest floor.

		-Indirect practice of (x) with repetition of square chains w/bead boards -Intro to (+) strip boards -Snake game (+)		-Andy Goldsworthy **K.5 Patterns – natural and man made**		

| JUNE | **Food Prep.**
See possum magic

Grace and Courtesy
- Looking at the person you are speaking with or listening to. | **Auditory**-Diggery music from Australia
Concept of numbers 1-10
Decimal system
Teens and tens
Memorization
-(x)bead bars | **Oral Language**
-Ask and answer questions
Written Language
-Writing stories with movable alphabet
Reading
-Puzzle words
K.6 Read own name and 15 concrete words. | **Care and use of materials**
Technique
- Dot painting
Exploring Fine Art Aboriginal art (using crayons on sandpaper) | Australia puzzle
Australia Geography folder.
Flags of Australia and New Zealand. | -Parts of Koala, Platypus and Kangaroo, fri
lizard.
-Garden work – Preparing garden for the summer. |

NOTES:

All Grace and Courtesy lessons will be presented at the beginning and throughout each academic year.

The introduction and pacing of lessons will be based on student need. Many lessons will be introduced and practiced simultaneously in keeping with the Montessori math pedagogy and curriculum. All concepts requiring sequential lessons will be given in order, but not to every child at the same time. When introducing sensorial measures of distance/length, and weight/mass, be sure to include continuous experience for the child within the environment.

Consider all lessons (whether Montessori or state mandated), once presented, as ongoing. They are reviewed and practiced throughout the primary years until mastery is reached.

All math instruction should include conversations with the children aimed at ascertaining their understanding of the mathematical concepts presented. Mastery of a material doesn't always indicate comprehension of the all the concepts intrinsic in that material. Ongoing discussion will bring to light concepts needing more presentations and practice. At the primary level, it is quite possible that some students will not understand all math concepts presented in their primary years. The goal for all children is to have experience with these materials leaving a visual imprint in their minds for future retrieval. It is easier to grasp a concept if you have had prior experience with that concept then if it is a first time introduction.

Through the presentation of the Montessori science curriculum state-mandated standards will be covered and expanded. Information particular to the county/state curricula will be added to the Montessori lessons.

SEPTEMBER	**Body Awareness**. **Care of the Environment**	**Sensorial**	**Oral Language**	**Care and use of materials**		**K.1**investigate and plan

SEPTEMBER	**Body Awareness**.	**Sensorial**	**Oral Language**	**Care and use of materials**	Use either pin punch, paint or colored pencil to construct and label a world map as review and assessment. Other possibility is to cut out discs and sew together. Many ways to do this project.	K.1investigate and plan
	Care of the Environment	K.11 Describe and compare triangle, square, circle, rectangle	- Introduce story telling and begin the year long study of the importance of story telling in cultures all over the world.	-Review care of a needle and how to carry scissors and keep sewing project tidy.		a. Direct observation
		K.15 Review sorting having the child discuss their strategy	-Allow children to tell their own stories			b. Observation from different angle.
	Care of Person	K.16 Intro to Patterns aabb etc.	- Broaden selection of poetry	**Technique**		c. Observe sequence
	-Bow frame	**Concepts of numbers to 10**		-Introduce books as art.		d. Sort based on physical characteristics
	-Lacing Frame	K.1 Given 2 sets of 10 or less, have the students practice which are less, greater or (=) using 1 to 1 correspondence.	**Written Language**		K.6 Vocations-Discuss and explore different vocations in our community and around the world	e. Non standard measure
	Grace and	K.3 Ordinal position up to 10	**Reading**-	**Exploring Fine Art**		g. Ask ?'s make predictions
	Courtesy	K.13 Use tallying to keep score in a game	K.5 Understanding how print is organized.	-Explore and discuss different ways to communicate a story by looking through pop up books and other books as art.		h. Record observations
	-Use **7 Habits of Happy Kids** as a springboard to review essential habits.	**Decimal System**	(e) Match voice with print			i. Picture graphs (construct) j. Recognize unusual activity
	Safety	K.2.6 Communicate effectively w/others in collaborative learning situations, using golden beads (+) operation in a group of three.	-Introduce **Words Your Way**			k. Describe verbally & through pictures
	K.3 (b) Emergency and nonemergency when to call 911	**Teens and Tens**	-Phonogram moveable alphabet or writing booklets or cards			-Life Cycle of the Monarch butterfly
	©Choices that help prevent injury, seat belts, helmets, tying shoelaces, safety seats (health).	-Review Square chains beginning with 10 or 5.	Introduce pictures as a way of telling a story. Using the questions below allow the children to develop a story			-Parts of a Caterpillar
	K.4 (a) Product safety info TV, radio, print, material, electronic media.	K.4 Count by 5's to 100	-What's going on in this picture?			-Parts of an apple.
	(b) Individuals: nurses, family members, health care providers, teachers, school counselors, public safety officials.	-Intro to cube chains using the 5 cube chain skip counting to 125.	-What makes you say that?			Make booklets to use as follow up and assessments.
		K.2 Given concrete set of 15 or less, answer,	-What more can you find?			K.2.5 Practice reasoning skills when gathering and evaluating data.
		a) How many?				
		b) Write numeral to ID				
		c) Select number				
		Memorizing				
		-Use strip board to introduce ways to make 10,9,8,etc.				
		K.6 (+)(-) whole #'s to 10				

OCTOBER						

Body Awareness

-Use tallying to review how to keep track of how many times a child runs to the wall and back, or some other game.

Care of Environment

-Care of worms

-Planting bulbs

Care of Person

- Talk about how to pack a nutritious lunch.

Food Prep

Toast Tortillas with cinnamon and sugar

-**Grace & Courtesy**

-Practice through roll play, good listening skills and receiving instructions.

-Review personal space and the right to say no thank you.

Sensorial- Learning songs with the bells.

K.4 Review works that focus on motion, position, and physical properties of: (a) color, (b) shape/form (c) texture (d) size and weight, (e)position and speed

K.10 Distinguish, shorter/longer, heavier/lighter, hotter/colder

Concept of #'s to 10

K.13 Review tallying using running game

Decimal System

-Golden Beads subtraction

Teens and Tens

K.4.a Using bead chains review orally counting to 100

Memorization

Fractions-Intro to fractions using tortillas cut in ½,1/3, 1/4

Calendars, i.e Mayan calendar and our calendar.

K.9 Intro to clocks to the hour

Oral language

K.1 (a)Stories & poems

(b)choral recitations

(c)Long narratives

(d) drama

Written Language

K.7Understanding basic phonetic principles (a)ID upper and lower case letters(b) Match consonant, short vowel & initial vowel diagraph sounds(c)finger to word match w/speech(d)begin consonant in 1 syllable word.

Reading

-Picture book exploration beginning and end.

K.9 (d) Ask and answer questions about what is read.

Care and use of materials

-Review practices

Technique

-Either in small groups, plan a mural that tells a story

-Tissue paper Mexican cut outs.

-Weaving God's eyes

Exploring Fine Art –

K.2 Express ideas &feelings through art

Explore diverse paintings.

K.9 Use pictures to make predictions

Ask questions, What's going on here? What makes you say that? What more can we find?

Frieda Kahlo & Diego Rivera paintings and murals

-Continent of North America puzzle w/labels

-Our neighbors Canada and Mexico

-Flags of USA, Canada and Mexico

-Geography folder for the Monarch butterfly

-Geography folder for all North America

Living and Non- living

-Plant and animal puzzles

-Parts of a butterfly

-Parts of a spider

-parts of a pumpkin

K.14 Introduce graphing by keeping a weather graph

At the end of the month, discuss the data(math)

K.2.4 Plan and apply strategies for gathering info, using a variety of tools & sources, & reflect on alternate strategies that might lead to greater success in future projects (math)

NOVEMBER	**Body Awareness** -Games played at the first Thanksgiving **Care of Person** -Learning about nutrition. **Care of Environment** **Food Prep** -Chopping -Baking -Thanksgiving **Grace and Courtesy:** K.8 (e) Honesty, kindness, self-control (civics) -May I please and Thank you.	**Concepts of #'s to 10** -Review tally's when playing games to keep score **Decimal System** -Stamp game (+) **Teens and Tens** 1,000 chain **Memorization** -snake game (+) ex.II K.4 (b) ID #'s 1 more or 1 less than.	**Oral language** -Continue with kinds of poems. **Written Language** -Making booklets shows knowledge of beginning, middle and end as well as Title, Author, illustrator. **Reading** -**Phonogram booklets** K.13 Use technology for reading **Function of words** -Article	**Care and use of materials** –Review and represent areas of weakness **Technique**. -How to draw a tree with tempera paint. -How to make a portrait of yourself. --Watercolor a leaf -Sewing sampler **Exploring Fine Art** K.11 ID artists painters and sculptors -Compare the paintings of Keith Herring and John Singer Sargent and their portrayal of people differ. K.14 Describe and respond to works of art	-Puzzle map USA -Emphasis on our country and how it began. Artists -Mary Cassatt -John Singer Sargent -Keith Herring K.8b Chores in the classroom (civics) K.1 (a) Powhaton & Pocahontas (b) Thanks-giving events K.2 Describe everyday events in life past & present & realize things change over time.	-Plant and animal -Botany cabinet -Parts of a Tree -Parts of a leaf -Using a book making technique, make booklets as follow on work and assessments of trees and leaves. -Insects, Fish, amphibians, reptiles, birds & mammals from North America
DECEMBER	**Movement-** **Grace and Courtesy** Giving and receiving gifts. K.11`exhibit respect for contributions of self & others (music) **Food preparation** -Serving a snack -Mortal & Pestle with spices -Gingerbread houses **Care of** **Environment**	**Sensorial** **Concept of #'s (1-10)** **Decimal System** **Teens and Tens** **Memorization** (x) bead board **Fractions**	**Oral Language** Parents come in and read or tell stories during this month **Written Language** -Collecting ideas to write about by making pictures. -Making lists of things **Reading**-review beginning and end of a book and introduce, "What happened in the middle?" **Function of words:** -Conjunction	**Care and use of materials** - **Technique** -Centerpiece flower arrangement using greens and a candle **Exploring Fine Art:** Exploring paintings of mothers and their children. K.13 All cultures create art	-Rocks -Planets and stars -Introduce Hubble picture of the day -Nutcracker Suit -George Friedrich Handle	-Buoyant & non buoyant -Magnets -Planets -Layers of the earth For follow up work and assessments: -Make lists of things that are buoyant or non buoyant -Make lists of things that are magnetic or not -Grow paper whites K.3 Magnets: (b) application of magnetism

JANUARY						
	Body Awareness	**Sensorial**	**Oral Language**	**Care and use of materials:**	-Continent of Antarctica	-Blubber experiment
	K.1Minimum of 2 critical elements, toss, throw,	**Concept of #'s 1-10**	-Introduce writers workshop with special writing project folders.	-Learning parts of a camera and how to care for this	-Geography folder for Antarctica	-Effect of salt on ice
	targets, bounce, catch, toss & catch, kick to	**Decimal System**	-Poems about Penguins	instrument	-Story about Snowflake Bentley	Make booklets of:
	target strike w/paddle, dribble, roll underhanded,	-golden beads division	K.2 Expand vocab.(a)speaking(b)# of	**Technique:**	-Mozart's birthday Jan.27th	-Parts of a Penguin
	trap, volley w/hand (PE)	-stamp game	words(c)nouns(d)adjectives(f)comprehension(g)content area vocab	Taking photos of peoples faces	-Martin Luther King Jr.'s birthday, Jan.15th.	-Kinds of Snowflakes
	Care of person	**Teens and tens**	**Written Language**	-How to shoot pictures (light behind the camera)		-Kinds of Penguins.
		Memorization	-Introduce the idea of becoming a community of writers, setting the	-Using salt to add texture to paintings.		-Kinds of Fish and aquatic mammals
	Care of Environment	(-)snake game	foundation for writer's workshop.	**Exploring Fine Art:** Focus on Ansel Adams and compare		K2.1 Demonstrate an operational knowledge of various
	Grace and courtesy	(-)strip board	**K.12 (b) Draw pictures & or write about experiences**	paintings with photographs.		tech.(Technology)
	Food Prep	**Fractions**	**Reading-**Introduce the idea of people or characters in a story			K.10 Change occurs (a) change occurs over time (b)
	-Making ice cream	**Measurement**	K.10 Comprehends nonfiction			change c/b measured
		-Introduce the concept of the changing year	(a)Uses pics to ID & make predictions			K.2.4 Plan and apply strategies for gathering info, using a
			(b)ID text features specific to topic such as titles, pic, headings.			variety of tools & sources, reflect on alternate strategies
			Function of words			that might lead to greater success in future projects
			K.12 Prepositions describe location relative to another shape			(Pebble go, National Geo)
			-Preposition K.8 ID spatial relationships b/f,t/b,side/center,			
			over/under(art)			

FEBRUARY	Body Awareness	Sensorial – Review	Oral Language	Care and use of materials	-Map of Africa	-Growing sweet potato & Amaryllis like GWC
	K.1 (see Jan. skills 2@ a X while moving.	K.6 demonstrate steady beat: percussion instrument, use lit., chant, song	– Using pictures as spring board:	**Technique**	-Africa geography folder	-Insects, Fish, amphibians, reptiles, birds & mammals from Africa
	-Moving to a beat using loco motor & non loco motor	**Concept of #'s (1-10)**	K.3 Oral Communication: (a) complete sentences(b)initiate conversation(c)rules of conversation (taking turns)(d)informal conversation with peers & adults(e)groups & partner discussions of # of topics(f)voice level & appropriate expression.	-Intro to Batik-painting wax on fabric or mud painting.	-George Washington Carver	
	K.1 (d) regular physical activity (health)	**Decimal System**		-Pinch pots with clay	K.4 Art commemorates personal or historical event (visual art)	
	Care of Person	**Teens & Tens**	K.8 Expand Vocab. (a) meaning (develop vocab by listening to texts.	-Making large paper quilt with contributions from everyone in the class:	K.1a ID GW & Linceln (history)	
	-sleeping well	**Memorization**	**Written Language-**	K.15 Classify objects using art vocab; texture, color, shape, Line, pattern.	- George Washington, Thomas Jefferson, Abe Lincoln, and FDR (coins)& monuments	
	Care of Environment	-Dot game	Syllable counting		K.8 (f) decision making in classroom (civics)	
	-Scrubbing a shelf because it is dirty	-Division bead board	-Making **I am Jam** that tells the story of who you are using paint, collage and text.	K.6 Self portrait (I AM JAM		
	-Polishing pennies and coins.	**Fractions**	**Reading-**	**Exploring Fine Art-**		
	Food Prep.	K.5 ID fractions ½ &1/4	-Introduce idea of Biography with GWC	K.12 ID purposes for creating art		
	-Humus and Pita bread	-Family of fractions booklet	-Jacob Lawrence books.	Jacob Lawrence		
	Grace and Courtesy	**Measurement**	**Function of Words**	K.12 Recognize relationships between musical & other disciplines.(music) Use Fantasia movie or Peter and the Wolf		
	-Conflict resolution	- Standard vs. Nonstandard	-Noun & Adjective	-Quilts as art that can tell a story.		

MARCH	**Body Awareness** **Care of Person** -Nutrition K.1 Body is a living growing organism;(a) Healthy good choices (b) Affect of drugs and meds to body.(health) **Care of Environment** **Food Prep**.-Gazpacho, Pasta, Croissants **Grace and Courtesy** -K.8(g)successful group participation	**Concept of numbers 1-10** **Decimal system** -small bead frame (+) **Teens and tens** **Fractions** **Memorization** **(x) chart** **Measurement** -Recording lunch count	**Oral Language** Tableau **Written Language** Practice writing name and making it beautiful. **Reading** K.9 (e) Use story language in discussion and retelling -Retell a story that you read, or is read to you. **Function of words:** -Verb	**Care and use of materials** -keeping water colors clean **Technique** -Water color presentations -Weaving paper -Collage **Exploring Fine Art** -Vincent Van Gogh -Renoir -Picasso -Matisse When Pigaso met Mootise-intro to Picasso and Matisse	-Puzzle of Europe -Europe Geography folder - Intro to the orchestra -Bach's Birthday K.4 Describe places referred to in stories & reality	-Growing bean seeds. -Identifying weeds in the garden K.9 Daily life repeating Patterns (a)weather(b)shape/form(c)animal/ Plant growth -Insects, Fish, amphibians, reptiles, birds & mammals from Europe
APRIL	**Body Awareness** K.1 Move to a beat using locomotor & nonlocomotor rhythmic pattern **Care of Person** Movement (balance) Using chop sticks **Care of Environment** Ikebana flower arranging **Food Prep.** Noodles and calif. rolls **Grace and Courtesy** -Introducing self	**Sensorial – review** **Concept of #'s (1-10)** **Decimal system** **Teens & Tens** **Memorization** **Fractions** **Measurement** Review all operations using story problems.	**Oral Language** **K.(g)Discuss characters settings and events** **Written Language** K.12 Student will write to communicate ideas for a variety of purposes. **Reading** K.7 dramatize song, story poem -Participate in acting out a story. **Function of Words** -Adverb	**Care and use of materials** -review caring for art materials -mixing paints using only the primary colors **Technique** **Tempera painting.** -Ink brush -block print **Exploring Fine Art**: Asian art intro to Hokisai K.5 Depicts animal or plant (art)	-Puzzle map of Asia -Flags of Asia - Geography folder for Asia -	Parts of the Flower -starting seeds for the garden -Insects, Fish, amphibians, reptiles, birds & mammals from Asia K.11 Reuse, recycle, conserve(a)things c/b reused(b)materials that are recycled(c)energy conservation

MAY	**Body Awareness** K.1 Explain why physical activity is good for health (PE) **Food Prep.** **Things** -Roasted Yucca or plantain. -chocolate **Grace and Courtesy** -Inviting a friend to snack/refusal	Sensorial – review Concept of #'s (1-10) Decimal system Long division with bows Teens & Tens Memorization Fractions Measurement	**Oral Language** K.6© read and explain own writings & drawings K.17 Select a preferred work & explain why **Written Language** -Make up a story **Reading** -Use props to act out a story K.9 Demonstrate comprehension of fictional texts. (b) Relate previous exp. w/what is read **Function of Words** -Logical Adjective game	**Care and use of materials** **Technique** **Exploring Fine Art** K.1 Create works of art representing personal solutions to our problems Intro to Andy Goldsworthy and review patterns **K.5 Patterns – natural and man made**	South America Geography folder. South American flags. Train ride through Peru	Garden work – Preparing garden for the summer mulching etc. -Insects, Fish, amphibians, reptiles, birds & mammals from South America
JUNE	**Food Prep.** See possum magic **Grace and Courtesy** - Looking at the person you are speaking with or listening to.	Memorization -Division finger chart Towards Abstraction -Large bead frame (+) --Use bead bars to do the square of the decanomial.	**Oral Language** -Ask and answer questions -Commands **Written Language** -Review skills K.11 Student will print manuscript (a) upper and lower case letters of alphabet independently (b)Print 1st & last name **Reading** -review skills -command cards **Function of Words** -Detective adjective game	**Technique** **-Coil pots with clay** Dot painting **Exploring Fine Art** Aboriginal art (using crayons on sandpaper)	Geography Folder for Australia. Flags of Australia & New Zealand K.1 Betsy Ross, July 4th K.7 Choices/wants vs. needs/money	-Insects, Fish, amphibians, reptiles, birds & mammals from Australia K.7 Basic needs & life processes of plants and animals (a)animals needs (b)plant needs (c)life cycles (d)reproduction K2.2 – ID available technology to complete a specific task.

NOTES:

School Name: **Montessori Public School of Arlington**

School Principal: **Catharina Genove**

SCHOOL PERFORMANCE PRIORITIES *Data derived from SOA Adjusted Scores*	ANNUAL PERFORMANCE GOALS	APS STRATEGIC PLAN GOAL	ACTIONS TO SCHOOL PRIORITIES (Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence)	TIMELINE FOR ACTIONS	RESPONSIBLE PARTIES (Be Specific)	EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL (Progress Monitoring at 30, 60, 90 and 120 Days)
Data below represents overall student performance and school performance for the Montessori students housed at Drew during the 2018-2019 school year. *Math performance on SOL assessments indicates that 83% of students in grades 3-5 met the proficiency benchmark.* *All subgroups demonstrated significant growth however LEP, Hispanic, Econ.Dis. and Black Students are concentrated groups of focus.*	All students will achieve a pass rate on the 2019 Math SOL assessment that reflects accelerated growth for the group by scoring at or above the 86% percentile of statewide performance for all students.	Multiple Pathways to Student Success Student Well-Being: Healthy, Safe & Supported Students Engaged Workforce	Conduct comprehensive Needs Assessment to evaluate and determine specific areas of need for identified students who are not meeting expected outcomes and effectiveness of core instructional practices. • Use our individual student data in teams at BOY during pre-service to identify students areas of targeted growth with new teams. • Weekly math CLT meetings with existing math coach (.5 PM) to ensure a smooth transition and continuous improvement. • Provide targeted and meaningful intervention to Tier 2 and Tier 3 students utilizing researched-based instructional programs and best instructional practices to include but not limited to *Do the Math; FASTMath, Reflex* & DreamBox	Quarterly	School Administration; Instructional Coaches; Department of Teaching and Learning Specialists.	Agendas and Minutes; Formative Assessment Data; Anecdotal Records and Qualitative Data from Observations; Instructional Student Plans; Walkthroughs and Observations.

Montessori

	Montessori
SY 18-19	83%
SY 17-18	83%
SY 16-17	85%
SY 15-16	80%
3 Year Average	82%
Black	71% / 74%
Hispanic	41% / 65%
LEP	38% / 62%
SPED	54% / 83%
ECON DIS	48% / 69%

Grade 3 – 62%
Grade 4 -62%
Grade 5 – 74%
Average- 66%

75% percentile of statewide performance for Black (74%), Hispanic (65%), LEP (62%) and Econ. Dis. (69%) and/or reduce the failure rate by 10% for identified groups

Maintain or exceed SPED performance at 83%. 3-year average is 66%

*If SOL is not administered then goal is 70% pass rate on Power Test grades K-5th.

Continuously share data with staff and families to identify students who are not meeting grade level expectations; develop targeted instructional plans to address specific areas of need for students and drive differentiated instruction/intervention. — Monthly — Instructional Coaches and Lead Teachers, School Administration.

Utilize math coach to deliver job-embedded professional development to include workshops; modeling of instruction,data analysis & provide resources to enhance virtual instruction. — Monthly — Math Coach, School Administration and instructional staff

Provide targeted professional development to Instructional staff to enhance their repertoire of differentiated instruction to meet the needs of English Language Learners by including EL teachers in weekly CLT meetings. — Quarterly — Instructional Coaches; School Administration; Department of Teaching and Learning Specialists.

Detailed daily schedules and communication of asynchronous and synchronous assignments are clearly organized for students/families on SEESAW and/or CANVAS.

Instructional assistants to support learning in the virtual environment (e.g., monitor student usage of Work with small groups/Monitor break out groups.

				Quarterly	School Administration; Classroom Teachers, Instructional Coaches, EL teachers, SPED teachers and Instructional Assistants.	Agendas and Minutes; Assessment Data; Anecdotal Records Instructional Student Plans; virtual observations.

Data below represents overall student performance and school performance for the Montessori students housed at Drew Elementary during the 2018-2019 school year. MPSA opened 2019-2020 school year but the SOL was not administered due to Covid.

Reading performance on SOL assessments indicates that 86% of all students in grades 3-5 met the proficiency benchmark.

All subgroups demonstrated significant growth or maintained progress from previous school year however Students with Disabilities, LEP and Black Students are continual groups of focus.

	Montessori
SY 18-19	86%
SY 17-18	88%
SY 16-17	89%
SY 15-16	84%
3 Year Average	87%
Black	75% 84%
Hispanic	58% 68%
LEP	54% 59%
SPED	57% 78%
ECON DIS	58% 71%

Grade 3 – 68%
Grade 4 – 82%
Grade 5 – 88%
Average -78%

Column 2 (Goal / Objective):

All students will achieve a pass rate on the 2018 Reading SOL assessment that reflects accelerated growth for the group by scoring at or above 88% percentile of statewide performance for all students.

80% percentile of statewide performance for Hispanic (68%), LEP (59%) SPED (78%) and Econ.Dis. (71%). And/or reduce the failure rate by 10% for identified groups.

Black students will maintain or exceed their performance of 84%.

If SOL is not administered.
*We will maintain the 90% pass rate of students in grades K-2 that will pass the PALS benchmark. (Historically, the number of students meeting benchmarks in the spring has decreased.)
*85% of students in grades 3-5, will meet the end-of-year DIBELS composite score benchmark

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Column 3 (Division Goals):

Multiple Pathways to Student Success

Student Well-Being: Healthy, Safe & Supported Students

Engaged Workforce

Column 4 — Strategy/Action (Row 1):

Conduct comprehensive Needs Assessment to evaluate and determine specific areas of need for identified students who are not meeting expected outcomes and effectiveness of core instructional practices.

- Use our individual student data in teams at BOY during pre-service to identify students areas of targeted growth with new teams & again during hybrid/virtual transition.
- Weekly team CLT meetings with reading coaches to ensure ongoing progress towards benchmarks and identify students for intervention.
- Children of concern are regularly brought before the group. A calendar to monitor when a child was referred for discussion, specifics on the need of the child are discussed, questions raised as a group and suggestions to try with a time limit are added to a calendar and housed in team google docs. Teams include SPED,EL teachers and coaches in weekly CLT meetings to ensure instruction is targeted across all service providers.
- Provide targeted and meaningful intervention to Tier 2 and Tier 3 students utilizing researched-based instructional programs and best instructional practices to include but not limited to OG & additional small group support using Structured Literacy practices.

Column 5 (Row 1): Quarterly

Column 6 (Row 1): School Administration; Classroom Teachers, Instructional Coaches, EL teachers, SPED teachers and Instructional Assistants.

Column 7 (Row 1): Agendas and Minutes; Assessment Data; Anecdotal Records Instructional Student Plans; virtual observations.

Detailed daily schedules and communication of asynchronous and synchronous assignments are clearly organized for students/families on SEESAW and/or CANVAS.

Instructional assistants to support learning in the virtual environment (e.g., monitor student usage of Reading A-Z and Lexia). Work with small groups/Monitor break out groups.

Column 4 — Strategy/Action (Row 2):

Provide small, targeted group instruction in reading and writing by:

- Using the Montessori curriculum and materials and/or the structured literacy model, with extensive support for: oral reading fluency, vocabulary, decoding, comprehension and writing
- Providing small group instruction based upon Lexia data, PALs, DIBELs and/or running record data maintained in MPSA data umbrella
- Using core resources: LEXIA, RAZ, UFLI, the Pioneer Valley Digital Footprints collection, as well as language supports for Els
- Increased number of shorter, targeted reading groups at student instructional levels using Montessori lessons or structured literacy lessons to improve focused instruction in identified areas for increased virtual/hybrid student engagement.
- Continuously share data with families to identify students who are not meeting grade level expectations; develop targeted instructional plans to address specific areas of need for students and drive differentiated instruction/intervention.

Column 5 (Row 2): Monthly

Column 6 (Row 2): School Administration; Classroom Teachers, Instructional Coaches, EL teachers, SPED teachers and Instructional Assistants

Column 7 (Row 2): Lexia skills report Running Records Anecdotal notes Montessori toolkits Flyleaf Pioneer Valley Literacy Footprints (licenses activated by parents, training movies /to be placed in MPSA CANVAS CLT course)

Increased opportunities to actively engage and communicate with families to work in partnership with school to support targeted priorities and areas of focus to improve the overall achievement and social/emotional well being of our student population.	Parental involvement, engagement, communication and participation in school and community activities will increase by 10% as measured by parent feedback on Your Voice Matters survey and attendance at events.	Multiple Pathways to Student Success Student Well-Being: Healthy, Safe & Supported Students Partnerships Engaged Workforce	Increase communication between school and home through weekly School Talk messages and Coffee Chats. Mondays PTA School Talk & Fridays from MPSA. Coffee Chats weekly/biweekly/monthly throughout the year to address topics of concern and respond to questions.	Weekly & monthly	School Administration, Admin Asst. and PTA leadership.	Parent attendance at Coffee Chats & PTA meetings. Agenda and Minutes Recorded & Shared
			Provide ongoing social/emotional support to students either virtual/hybrid throughout the year. • Go Zen Family Subscription • Mindfulness Lessons • Bi-Weekly classroom lessons with counselor • SEL classroom lessons-AM/PM meetings • Social Snack/Lunch w/MPSA staff volunteers	Weekly & Bi-Weekly	Guidance Counselor,PTA, school admin team & MPSA staff	
			Continue to monitor and increase attendance during fall and spring parent-teacher conferences. Implement year 4 of student-led conferences in grades 3-5 in Spring 2021	Quarterly	School Administrators; Instructional Coaches and Staff.	
			Use data from the Your Voice Matters survey to target areas of focus and growth for parents and staff. • Bully Prevention • Safety • Health & Well Being • Increased Leadership Opportunities	Monthly	Instructional Leadership Team, Instructional staff, School Administration	
			Participate in year 1 of Deep Equity training to support our diverse student population. Initiate "No Place for Hate" and form an Equity & Inclusion MPSA Committee to support both initiatives.	Quarterly	Leadership Team Members; Instructional Staff	