



# Program Manual

Early Childhood

**2023**

Accredited by MACTE through December 2028  
AMS Full Affiliate through December 2028

## Table of Contents

<b>1.0 Introduction.....</b>	<b>3</b>
1.1 Montessori Education .....	4
1.2 Mission Statement.....	5
1.3 Philosophy.....	5
1.4 Campus Map .....	6
<b>2.0 Course Structure.....</b>	<b>7</b>
2.1 Timeline .....	8
2.2 Overview.....	9
2.3 Comprehensive Course Syllabus .....	11
2.3.1 Course Materials and Required Readings.....	11
2.3.2 Online Classes.....	12
2.3.3 Academic Workshop.....	14
2.3.4 Observation .....	19
2.3.5 Practicum .....	20
2.4 Standard Requirements for Practicum .....	21
2.4.1 Basic Requirements .....	21
2.4.2 Intern Job Description as Defined by MMTEI .....	23
2.4.3 Qualifications of Practicum Site .....	24
2.4.4 Possible Practicum and Observation Sites.....	31
2.4.5 Qualification of a Supervising Teacher .....	32
2.4.6 Course Expectations of the Intern Affecting the Classroom .....	32
2.4.7 Practicum Situation Exceptions/Resolutions .....	33
2.5 Final Assessment .....	34
2.6 Tally Sheet of Hours-Example.....	35
<b>3.0 Faculty &amp; Staff.....</b>	<b>36</b>
3.1 Faculty.....	37
<b>4.0 Policy .....</b>	<b>39</b>
4.1 Approval Disclosure .....	40
4.2 General MMTEI/AMS Policies .....	40
4.3 Grievance Policy .....	45
4.3.1 Grievance Procedure for Problems with Teacher Education Program .....	45
4.3.2 Grievance Procedure for Problems with Internship Site.....	46
4.4 Transfer Students .....	47
4.5 Code of Ethics of the American Montessori Society.....	48
4.6 Competencies for Montessori Teacher Candidates.....	49
<b>5.0 Common Questions.....</b>	<b>50</b>
<b>6.0 Rights &amp; Responsibilities .....</b>	<b>53</b>
6.1 Teacher Education Rights & Responsibilities .....	54
6.2 Program Rights & Adult Learners' Responsibilities .....	55
6.3 AMS-Affiliated Fundamental Tenets .....	56
<b>Tuition and Enrollment Agreement (form).....</b>	<b>58</b>
<b>MMTEI/AMS Policy Verification (form) .....</b>	<b>59</b>

## **1.0 Introduction**

## 1.1 Montessori Education

Unlike common public perception, Montessori education is not a pilot or alternative program. It is the original developmental approach to education, employing research-based methods for maximizing each child's learning potential.

Montessori Education is unique:

- The teacher: A minimum of one full year of training following a college degree is required for a full Montessori credential, including a year of supervised student teaching. See Section 2.4.4 for a list of approved practicum sites.
- Multi-age classrooms: A multi-aged, multi-graded, heterogeneous group of students
- The whole child approach: Activities in a Montessori environment promote the development of social skills, emotional growth, and physical coordination, as well as cognitive preparation.
- Prepared environment: For self-directed learning to take place, the whole learning environment—room, materials, and social climate—must be organized and readied by the Montessori teacher.
- Montessori materials: These beautiful materials are sequential, self-correcting and facilitate the learning of skills and abstract concepts.
- Uninterrupted work cycle: A schedule that allows large blocks of uninterrupted time to problem solve, to see the interdisciplinary connections of knowledge, and to create new ideas.
- Peaceful environment: A peaceful classroom atmosphere that encourages respectful social interaction for collaborative learning, peer teaching, and emotional development
- Partnership with the family/guardians: The family/guardians are considered an integral part of the individual's total development.
- Respectful environment: An environment of respect that celebrates our differences, recognizes cultural inequities, and is responsive to positive change

## 1.2 Mission Statement

The AMS-affiliated Montana Montessori Teacher Education Institute Teacher Education Program is dedicated to preparing adult students to meet the needs of the child through Montessori education.

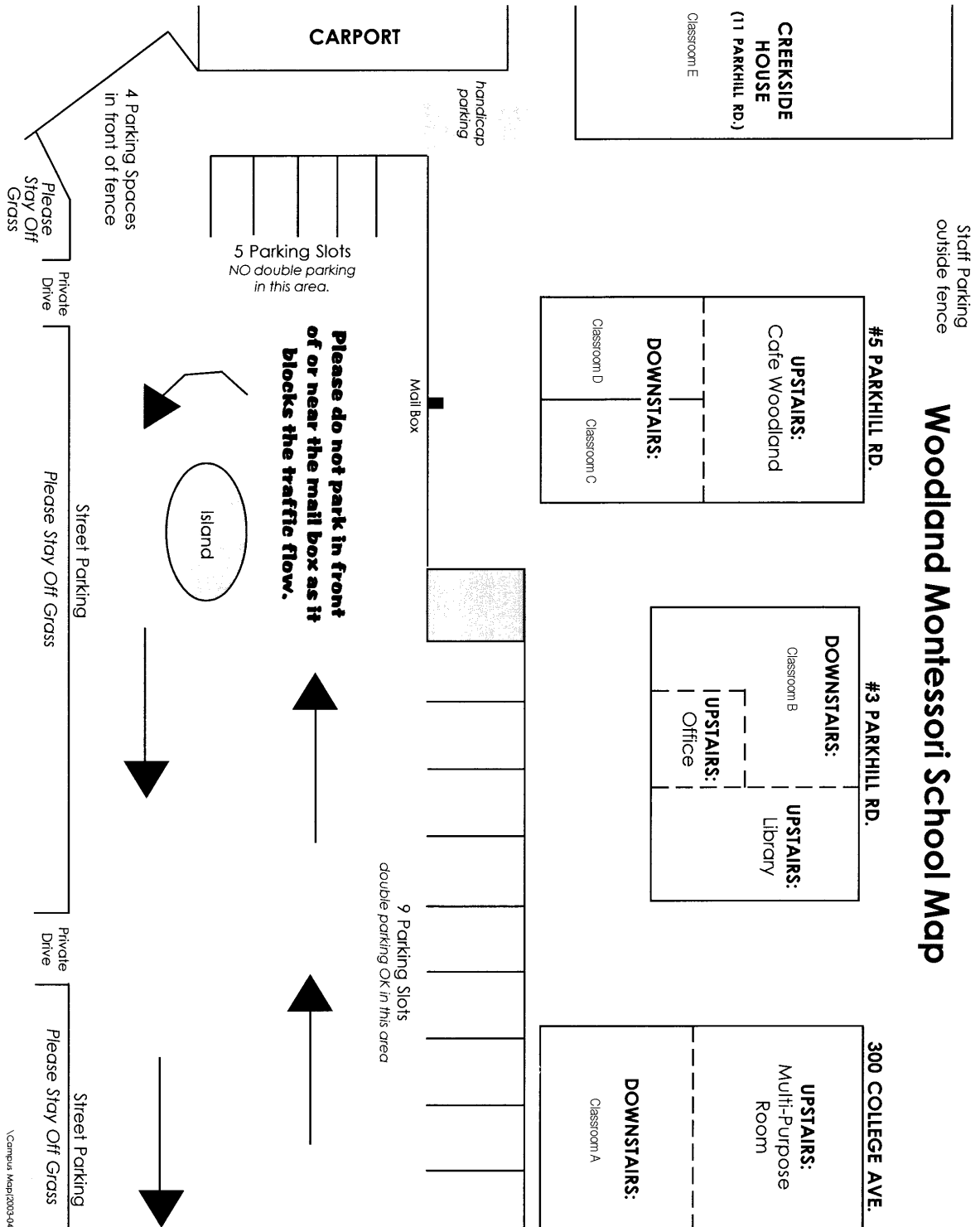
## 1.3 Philosophy

A course dedicated to educating Montessori teachers must have as its guiding values the fundamental principles upon which Maria Montessori based her philosophy. The same principles that pertain to children's education need to be applied whenever possible to adults. MMTEI and AMS believe that if this same philosophy is adhered to, students taking the course will develop a love for knowledge of Montessori that will continue long past the completion of their certification.

The MMTEI and AMS philosophies, therefore, include the following principles:

1. In following Montessori's concern for the student's freedom of choice, MMTEI and AMS are guided by a deep respect for each student's individual development process. Open-ended discussion questions in the Philosophy course and individually selected research projects are examples of methods used to implement the student's freedom of choice.
2. Because Montessori emphasized the active participation of the learner, this course focuses on the activity of the student. Numerous written assignments, illustrated lesson Resource Manuals and a practical final evaluation are methods by which MMTEI provides opportunities for active student participation.
3. Montessori felt that the process of development was much more important than the end product. Therefore, MMTEI attempts to provide an atmosphere of positive cooperation among all the individuals involved in the program. Methods used to implement this belief include closely supervised self-evaluation, constructive criticism and emphasis on objective evaluation.
4. Respect and caring attitudes for oneself, others, the environment, and the peaceful coexistence of all life are necessary. Justice, equity, diversity and inclusion are at the core of Montessori work.

## 1.4 Woodland Montessori Campus Map



## **2.0 Course Structure**

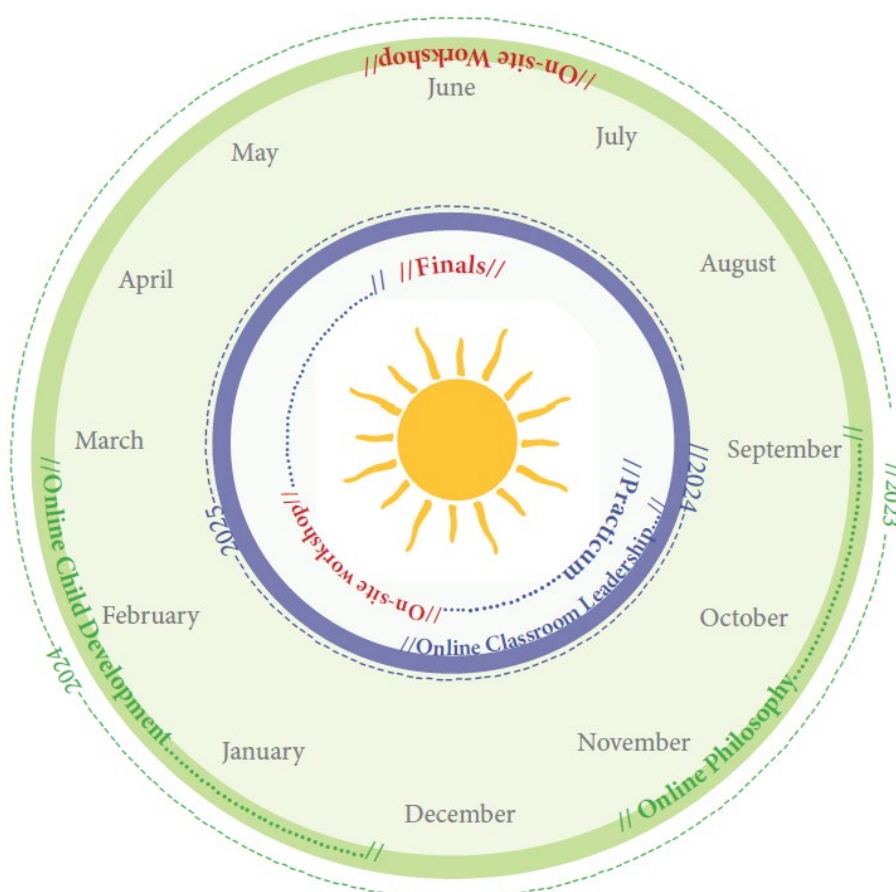
## 2.1 Timeline

The Montessori Early Childhood Credential curriculum is now designed to be completed in two years. For the 2023-2025 program, 947.5 total clock hours are required to complete the course of study to become a certified Montessori teacher.

Students must make a scheduled commitment prior to beginning the internship year (declare the intended end date). After the internship begins, schedule changes must be made in writing and a schedule change fee of \$200 will be charged to the student's account.

The student is allowed three years from the end of the Academic Phase to complete the program. If more than three years elapse, the student may apply for reinstatement into our program if he/she desires to continue. A yearly extension fee of \$300 will apply. The student will also be responsible for any increase in fees from our accrediting agencies.

Upon completion of all assignments and requirements and the payment of all money due, the student will receive a credential from the American Montessori Society. This is the credential needed to hold a head teacher position in the Montessori classroom. All of the students who receive Montessori Certification from MMTEI enter the teaching profession with an in-depth knowledge of the Montessori philosophy and are skilled in Montessori teaching strategies, as well as current educational methods that complement the Montessori approach.





## 2.2 Overview

The sequence of the AMS-affiliated MMTEI Early Childhood Credential training program is:

### Orientation:

Each student is required to participate in a personal oral interview. During the interview, the student and director discuss the course content, expectations, and the student's goals for the future. The director and prospective students also review the handbook. MMTEI reserves the right to counsel an individual prior to admission to the teacher education program. Written discussion questions may be administered as part of the orientation, as well.

MMTEI's course is presented only in English. The Test of English as a Foreign Language (TOEFL) exam may be administered to candidates whose primary language is not English to ensure that their understanding of the language is adequate for meeting course requirements.

MMTEI requires college-level writing skills. For applicants who hold less than a Bachelor's degree, candidates may be asked to provide writing samples to demonstrate an appropriate level of skill. In the event that samples do not meet the required level, the individual will be counseled to enroll in a college-level writing course to gain the skills necessary to complete this certification program.

Please see MMTEI/AMS general policies for information on transfers, continuing enrollment, and dismissal procedures.

### Academic Phase – Online

**202 hours**

One class in the fall and spring semesters. Offered intermittently throughout the two-year cycle. These classes include intermittent instructor-led hours via Zoom.

- Montessori Philosophy and Foundations of Early Childhood Development I
- Montessori Philosophy and Foundations of Early Childhood Development II
- Montessori Classroom Leadership

Intermittent instructor-led distance education hours via Zoom in:

- Practical Life
- Sensorial
- Language
- Math
- Science & Social Studies
- Year-Long Project

### Academic Phase – On-Site

**205.5 hours**

Expected length of time for completion: June 2024

Presentation on Montessori Philosophy and Materials in:

- Practical Life
- Sensorial
- Language
- Math
- Science and Social Studies Subjects

Discussion of requirements on:

- Observations
- Preparing Resource Manuals
- Year-Long Project

Practicum in a Montessori School**540 hours (minimum)**

Expected length of time for completion: September-June (one complete school year)

The practicum period provides the student the opportunity to fully experience what is involved in being a Montessori teacher in the classroom from a practical viewpoint. Students are evaluated by the supervising teacher and observed and evaluated by a field consultant three to five times throughout the practicum year.

Students should expect to dedicate an additional six to eight hours per week outside the classroom during the practicum year in order to:

- Complete six observations in Montessori classrooms with write-ups
- Prepare the Year-Long Project
- Prepare the Resource Manuals
- Write monthly Self-Observation Reports

Assessment and Review**hours included in Academic Phase**

Expected length of time for completion: Four days in June following the practicum year

The adult learners are assessed to determine competency in understanding of the Montessori philosophy and principles and use of the Montessori materials.

This part consists of:

1. Oral presentation of the use of Montessori Materials. (1 hour total)
2. Written examinations on Montessori principles, philosophy, and materials. (3 hours total)
3. Presentation of Resource Manuals.
4. Presentation of Year-Long Project.

**TOTAL: 947.5 hours**

Upon successful completion of the Early Childhood Course/all AMS requirements:

The director recommends the adult learner for an AMS Early Childhood Credential if the adult learner holds at minimum a Bachelor's degree from a regionally accredited U.S. college/university or its equivalent from a non-U.S. college/university, as determined by a recognized credential evaluation service.

An AMS Early Childhood Credential will also be recommended if the degree is officially determined not to be equivalent to a U.S. bachelor's degree from a regionally accredited college/university, but still meets the nationally recognized post-secondary educational standard in the state, province, or country of issuance, including a normal program length of a minimum of three years. This credential will state the degree and country in which the degree was earned.

The director recommends the adult learner for an AMS Associate Early Childhood Credential if the adult learner holds a high school diploma, GED, or the international equivalent thereof, but not a Bachelor's degree from a regionally accredited U.S. college/university or its equivalent as determined by a recognized credential evaluation service. Country, state, and local employment requirements change periodically and vary in different types of schools (e.g., private, public/charter, faith-based, publicly funded). In some locations or schools, an Associate Credential may not qualify for full teaching responsibility. Even if it is currently possible to qualify for full teaching

responsibility without a Bachelor's degree, employment regulations may change in the future. The applicant is responsible for checking specific jurisdictions and schools for particular employment requirements.

Applicants for this AMS-affiliated Early Childhood course who do not have a Bachelor's degree from a regionally accredited U.S. college/university or its equivalent are required to sign a statement verifying that they have received the above information before they are considered for acceptance into this course. The official equivalency evaluation will be submitted to the AMS office of teacher education in place of the non-U.S. transcript for AMS's final decision.

AMS strongly encourages holders of the AMS Associate Early Childhood Credential to obtain their Bachelor's degree within seven years of credentialing. AMS hopes you consider your credential as the beginning of your journey of lifelong learning. Teachers with an Associate credential are eligible for an AMS Early Childhood Credential upon completing the Bachelor's degree requirement. To upgrade a credential, the teacher must be a current AMS member and send an official transcript documenting the Bachelor's degree with the credential upgrade fee to the AMS Office of Teacher Education.

## 2.3 Comprehensive Course Syllabus 2023-2025

### **2.3.1 Course Materials & Required Readings**

Epstein, Paul—An Observer's Notebook, Bradenton, Florida: Montessori Foundation, 2012 (provided during the summer on-site academic workshop)

Duffy, Michael—Math Works, Parent Child Press, 2014

Lillard, Paula Polk—Montessori a Modern Approach, New York: Schocken Books, 1972

Montessori, Maria—The Absorbent Mind, New York: Henry Holt and Co., Inc., 1995

Montessori, Maria—The Montessori Method, New York: Schocken Books, 1964

Montessori, Maria—The Secret of Childhood, New York: Ballantine Books, 1991

Montessori, Maria—The Discovery of the Child, New York: Ballantine Books, 1990

Standing, E.M. —Maria Montessori: Her Life and Work, New York: New American Library, Penguin Books, 1984

Wolf, Aline D. —Nurturing the Spirit, Parent Child Press, 1996

Mooney, Carol Garhart—Theories of Childhood, Minnesota, Redleaf Press, 2000

Language Arts Resource Book (MMTEI will provide a printed version for you)

#### **Optional Texts:**

Derman-Sparks, Louise and Julie Olsen Edwards—Anti-Bias Education for Young Children and Ourselves, Second Edition, NAEYC, 2020.

Lillard, Angeline Stoll—Montessori: The Science Behind the Genius, New York: Oxford, 2008.

Lillard, Paula Polk—Montessori Today, New York: Schocken Books, 1996

Montessori, Maria—Dr. Montessori's Own Handbook, CreateSpace, 2014

Nelsen, Jane—Positive Discipline, New York: Ballantine Books, 2006

### **2.3.2 Online Classes**

(Classes conducted through MMTEI's Canvas online learning management platform.)

**Class Title: MONTESSORI PHILOSOPHY AND FOUNDATIONS OF EARLY CHILDHOOD DEVELOPMENT, PARTS I & II**

**Instructors:** Part I—Philosophy: Terry Welder and Christine Phillips

Part II—Child Development: Sally Welder and Christine Phillips

**Clock Hours and Units of Credits:**

Part I—Philosophy: 40 (plus 10 hours in-residence core subject presentations - see Academic Workshop)

Part II—Child Development: 35

**Class Description:**

These are introductory courses covering the Montessori philosophy of education and early childhood development. Human growth and development and educational theories will be emphasized as they pertain to children ages two and a half through six years old. To help the adult learner focus on specific aspects unique to Montessori education, this includes carefully sequenced lessons and discussions in Montessori philosophy with a reading series based on information from Montessori's educational method. Multi-media content is included to illustrate the application of the Montessori philosophy to early childhood development concepts.

**Competencies to be achieved:**

1a, 1b, 1c, 2b, 2i

**Class Objectives:**

PART I—The adult learner will:

P/CD-1 Obtain a theoretical knowledge of Montessori's educational method and major philosophical ideas.

P/CD-2 Demonstrate an understanding of classroom implementation of the Montessori educational philosophy.

P/CD-3 Examine Montessori's biography, the history of the Montessori method, and the history of the Montessori movement in America.

P/CD-4 Examine the main educational and philosophical ideas that influenced Maria Montessori.

P/CD-5 Identify the various stages of human growth and development, especially from ages two and one half through six years.

P/CD-6 Demonstrate knowledge of developmental and behavioral norms and the ability to identify the potential need to recommend early intervention services and strategies.

PART II—The adult learner will:

P/CD-7 Explore theories of child development—Freud, Piaget and other child development specialists—for comparison to Montessori's philosophy.

P/CD-8 Demonstrate an understanding of the many factors that contribute to a child's development, the factors that contribute to a child's learning ability, and how a child's intelligence develops.

P/CD-9 Demonstrate the ability to assess children's developmental needs through a variety of vehicles (e.g., observation, case studies, tests, development scales, classroom products) and provide a suitable match between assessment and developmental activities.

P/CD-10 Demonstrate knowledge of varied learning styles.

**Performance Assessments:**

Weekly writing assignments, weekly topic discussions, article reviews, book reports (Part II only), resource manual construction, and final exam.

**Grading Scale:**

Final course grading is based on a 100% scale: 90-100=A, 80-89=B, 70-79=C (below 70 does not meet the standard.)

**Grading Plan:**

Grading Rubrics

**Class Title: CLASSROOM LEADERSHIP**

**Instructor:** Karalynn Kress

**Clock Hours and Units of Credits:**

63 Hours (60 hours online and three in-residence hours during Field Observations)

**Class Description:**

This class is an exploration of classroom leadership strategies congruent with Montessori philosophy. Adult learners learn how to utilize Montessori classroom environment preparation techniques, record-keeping techniques, observation, evaluation, and parent communication to create a positive community and improve the overall success of students as individuals and as a group. This class is designed to coordinate with the practicum year.

**Competencies to be achieved:**

1a, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 2j, 3a, 3b, 3c, 3d, 3e, 3f

**Objectives:**

The adult learner will:

- CL-1 Investigate how the Montessori materials are integrated with the role of the teacher and the dynamics of child development, how they foster self-expression, arouse imagination and curiosity, promote initiative, independence, and liberty, and develop desirable attitudes and habits in young children.
- CL-2 Examine various techniques and strategies for effective classroom leadership and organization to facilitate growth and learning:
  - Plan and implement group activities.
  - Design and evaluate curriculum materials and resources appropriate to children with varying abilities and cultural backgrounds.
  - Provide opportunities for choice, problem-solving, decision-making, and responsibility for learning on the part of the children.
  - Structuring the environment; using manipulative materials for exploration, demonstration, and concrete models.
  - Modeling behavior and using verbal strategies such as inquiry, explanation, imitation, illustration, and dramatization.
- CL-3 Evaluate objectives, children's individual growth and learning through a variety of appropriate record-keeping and evaluation processes, then interpret results of evaluative measures and prepare professional reports.
- CL-4 Demonstrate knowledge, interest, and involvement in the community served.
  - Articulate Montessori principles.
  - Participate in parent conferences and skill in non-judgmental listening and interactions with others.

- Develop awareness of community resources for referral, enrichment, program development, and implementation.
  - Facilitate a parent-educator partnership.
- CL-5 Demonstrate program leadership:
- Implement minimum standards required by health, education, and welfare codes.
  - Organize schedule, supplies, maintenance of equipment, and budget planning.
  - Coordinate classroom operations and personnel.

**Performance Assessments:**

Weekly writing assignments, weekly topic discussions, two projects, construction of a resource manual, and a final written exam.

**Grading Scale:**

Final course grading is based on a 100% scale: 90-100=A, 80-89=B, 70-79=C (below 70 does not meet the standard.)

**Grading Plan:**

Grading Rubrics

### **2.3.3 Academic Workshop**

(Summer intensive conducted at Woodland Montessori School, Kalispell, MT; a mid-year practicum seminar conducted in person or online via Zoom; with additional synchronous hours via Zoom)

**Competencies to be achieved:**

1a, 1c, 2a, 2b, 2c, 2f, 2g, 2h, 3b, 3c, 3f

**Workshop Objectives:**

The adult learner will:

- W-1 Review and expand on topics studied during the three online courses to examine how the Montessori materials relate to Montessori's basic principles and philosophy and to investigate how they are integrated with the role of the teacher and the dynamics of child development. Students will also demonstrate an understanding of and classroom implementation of the Montessori educational philosophy.
- W-2 Examine how the Montessori materials foster self-expression, arouse imagination and curiosity, promote initiative, independence and liberty, and develop desirable attitudes and habits in young children.
- W-3 Apply the sequence of the Montessori materials in the areas of Practical Life, Math, Language, Sensorial and Science & Social Studies.
- W-4 Demonstrate the ability to support practical life, sensory-motor, language arts, mathematics, art, music, geography, science and cultural development.
- W-5 Demonstrate the ability to set up original activities and materials in the four general areas using concepts basic to Montessori apparatus (control of error, isolation of difficulty, etc.).
- W-6 Present Montessori apparatus to children in a Montessori classroom.
- W-7 Design and evaluate curriculum materials and resources appropriate to children with varying abilities and cultural backgrounds.
- W-8 Evaluate and select prepared curriculum materials.
  - Develop original materials to meet the needs and interests of children.
  - Demonstrate knowledge of the rationale of curriculum materials.
  - Demonstrate knowledge of continuum with curriculum materials.

**Description of Academic Workshop:**

- Lectures on Montessori principles and philosophy of core subjects.
- Presentation of the Montessori Materials for:
  - i. Practical Life
  - ii. Sensorial
  - iii. Language
  - iv. Math
  - v. Science and Social Studies
- Supervised practice
- Presentation of observation techniques
- Discussion of apparatus resource manual requirement
- Discussion of year-long project or curriculum development project

**Performance Assessments:** See each component below.

**Component Subject: PRINCIPLES AND PHILOSOPHY  
(FOUNDATIONS OF EARLY CHILDHOOD), CORE SUBJECTS**

**Instructor:** Specific instructor, see core subjects

**Clock Hours:** (10 hours, reflected in respective core subjects)

**Description of Content:**

The following concepts, terms, and topics will be presented during the Academic Workshop:

## Purpose of Practical Life Exercises

- a. Coordination of the Brain, Muscles, and Senses
- b. Practical Life Terms
- c. Synthetic Movement
- d. Motives of Activity
- e. Analysis of Movement
- f. Isolation of Difficulty
- g. Points of Interest
- h. Motive of Perfection

## Purpose of Sensorial Exercises

- a. Education and Refinement of the Senses
- b. "The Hand is the Instrument of the Mind"

## Development of Language and Speech

## Development of Mathematical Concepts

## Development of Science and Social Studies Principles

## Other Montessori Terminology

- a. Three-Period Lesson
- b. Importance of Movement
- c. Lesson Presentation
- d. Control of Error
- e. Mneme and Horne
- f. Inner Directives
- g. Parallel Exercises
- h. Indirect Preparation

**Performance assessments:** Apparatus albums (rationales), oral and written final exams for each subject area.

**Component Subject: PRACTICAL LIFE****Instructor:** Sarah Brown**Clock Hours:** 35 hours (includes two Principles & Philosophy hours, 23 in-residence instructional hours, eight in-residence practice hours, and two online hours via Zoom)**Description of Content:**

The adult learner will learn presentations of the Montessori materials for Practical Life and have supervised practice. The adult learner will learn to critique developmentally-appropriate materials, as well as how to plan, construct and use materials designed to foster independence, concentration, order and coordination in the young child.

**Performance Assessments:**

- Apparatus manual including write-ups and photographs for every exercise with tabbed sections for preliminary activities, care of the person, grace and courtesy, care of the environment and control of movement
- Written rationale describing purpose, direct and indirect benefits and key terms of Practical Life area
- Original lesson write-ups, including one food preparation and one sewing
- Written exam and final oral presentation

**Component Subject: SENSORIAL****Instructor:** Sally Black Welder and Jen Cozad**Clock Hours:** 36 hours (includes two Principles & Philosophy hours, 21 in-residence instructional hours, 10 in-residence practice hours, and two online hours via Zoom)**Description of Content:**

The adult learner will learn to recognize the needs and abilities of the young child and how to present the Sensorial equipment used in the Montessori classroom for the development of the whole child. There will be time for supervised practice.

**Performance Assessments:**

- Apparatus manual including write-ups, photographs, and illustrations, with tabs for visual, tactile, stereognostic, auditory, olfactory, and gustatory sections
- Written rationale describing the theory behind the Sensorial area and how materials simplify learning and awareness of the environment
- A minimum of three original lesson write-ups, including one extension for a Montessori material, a commercially made material, and a teacher-made material
- Written exam and final oral presentation

**Component Subject: LANGUAGE****Instructor:** Karalynn Kress**Clock Hours:** 36 (includes two Principles & Philosophy hours, 24 in-residence instructional hours, eight in-residence practice hours, and two online hours via Zoom)**Description of Content:**

The adult learner will understand the development of language in the young child and how the Montessori materials aid in this development. The adult learner will learn techniques for developing reading readiness materials, which integrate the whole language and Montessori approach to reading readiness. There will be time for supervised practice.



**Performance Assessments:**

- Apparatus manual including exercise write-ups, photographs, and illustrations with tabbed sections for theory, pre-reading (with sub-tabs for developing auditory skills, developing verbal skills, developing visual skills, and using multiple senses), writing, reading, and grammar
- The written rationale of the Language area based on the readings that explain why writing before reading and the visual, auditory, and tactile properties of the Language area
- At least three original lesson write-ups; including two original pre-reading exercises, and one original reading exercise OR one original writing exercise
- A literature-based project inspired by a children's book, including a write-up on its use in the classroom and lessons learned
- Written exam and final oral presentation

**Component Subject: MATHEMATICS****Instructor:** Sally Black Welder**Clock hours:** 38 (includes two Principles & Philosophy hours, 26 in-residence instructional hours, eight in-residence practice hours, and two online hours via Zoom)**Description of Content:**

The adult learner will understand the development of the “Mathematical Mind” in the young child and how the Montessori math materials aid in this development. The adult learner will learn techniques for sparking a child's interest in the math area. The adult learner also will learn to present the mathematical materials to the child. There will be time for supervised practice.

**Performance assessments:**

- Apparatus manual with exercise write-ups, photographs, and illustrations, separated into tabs for 1-10, teens and tens, decimal system, operations, memorization, the continuation of counting
- The written rationale of the math area that addresses the readings and focuses on math theory, goals, and aims
- At least two original lesson write-ups, only one of which may be a 1-10 activity
- Written exam and final oral presentation

**Component Subject: SCIENCE & SOCIAL STUDIES****Instructor:** Christine Phillips**Clock Hours:** 27.5 (includes two Principles & Philosophy hours, 20 in-residence instructional hours, three-and-a-half in-residence practice hours, and two online hours via Zoom)**Description of Content:**

The adult learner will learn how to present units in cultural, geography, and history subjects appropriate for early childhood, as well as prepare materials for the study of science, art, music, and movement.

**Performance Assessments:**

- Apparatus manual with exercise write-ups, photographs, and illustrations, separated into tabs for geography, botany, zoology, physical sciences, music, and art
- Written rationale of the Cultural area based on readings and notes that address geography, botany, zoology, physical sciences, music, and art

- Material-making may include:
  - Air, land, and water classification card activity
  - Continent three-part nomenclature cards or picture card packets
  - Original flower, leaf, or tree booklet or three-part nomenclature cards
  - Fish, amphibian, reptile, bird, or mammal booklet or three-part card sets for the parts of the animal
- Written exam

**Component Subject: MUSIC, MOVEMENT & ART****Instructor:** Jen Cozad, Andrea Johnson, Christine Phillips**Clock Hours:** 12**Description of Content:**

Presentation and practice of the principles for teaching and using music, art, and music in the classroom.

**Performance Assessments:**

Discussion and activity participation

**Component Subject: PARENT INVOLVEMENT****Instructor:** Sally Black Welder**Clock Hours:** 3

**Description of Content:** A presentation and discussion of existing strategies and methods used for parent communication and education, and how to implement these strategies into systems that generate collaboration between parents, teachers, family, and community.

**Performance Assessments:**

- Discussion participation

**Component Subject: YEAR-LONG PROJECT****Instructor:** Sally Black Welder**Clock Hours:** 8 (includes two online hours via Zoom)**Description of Content:**

During the practicum year, the intern is required to complete a Year-Long Project and/or research to demonstrate an understanding of designing, creating, and sequencing Early Childhood learning in accordance with the Montessori philosophy of hands-on, concrete, manipulative, didactic, and developmentally appropriate materials. These hours prepare the student for this project and include interactive project presentations during the final evaluation workshop.

**Performance Assessments:**

- Year-Long Project binder
- Year-Long Project presentation

### **2.3.4 Observation**

**Instructor:** Karalynn Kress

**Clock hours:** 14 hours academic, 26 hours documented observations  
(includes four synchronous hours via Zoom)

**Competencies to be achieved:**

1b, 2a, 2b, 2c, 2e, 2f, 2g, 2h, 3a, 3b, 3c, 3f

#### **Objectives:**

The adult learner will:

- OBS-1 Investigate ways of making careful objective and purposeful observations of children in classroom situations, and utilize varied observation techniques to gain an understanding of child development and learning needs.
- OBS-2 Examine how observation may be used for the appropriate guidance of children's behavior and development.
- OBS-3 Examine how Montessori theory relates to actual practice in the Montessori classroom and how aspects of a Montessori environment and curriculum can support a child's development.
- OBS-4 Observe a Montessori environment and director in action and complete a comprehensive and professional written report of the observation.

#### **Description of Content:**

Careful objective observation of children is essential for the adequate preparation of all Montessori teachers. Observation techniques are first presented during the Academic Phase. During the practicum, the adult learner must make six observations in approved Montessori classrooms. It is preferable that the observations be conducted in different classrooms at sites other than the adult learner's own classroom or school. If there are no other Montessori schools in the area and the adult learner must observe at their practicum site, they must not teach during the observation period. Through a new arrangement with the American Montessori Society, there may be opportunities for the 2023-2024 cohort to complete some observations of AMS-approved classrooms virtually. Adult learners will also utilize observation techniques in his/her own classroom environment.

#### **Performance Assessments:**

- Six observation reports focusing on specific areas of the Montessori environment (two general classroom, one individual child, one interaction between children and teacher, one Practical Life & Language, one Sensorial and Math)
- A case study of one individual child
- Two parent conference reports based on observations and record-keeping
- Record-keeping

### **2.3.5 Practicum**

**Instructor:** Sally Black Welder and Karalynn Kress

**Clock hours:** 540 minimum (includes 16 synchronous hours)

**Competencies to be achieved:**

1b, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 2j, 3a, 3c, 3b, 3c, 3d, 3e, 3f

**Objectives:**

The adult learner will:

- PRAC-1 Demonstrate gradual, personal and practical competence as a Montessori teacher.
- PRAC-2 Participate in the organization of the prepared environment.
- PRAC-3 Operate as part of a team with the administration and staff of the school.
- PRAC-4 Demonstrate improvement in communication skills with other teachers, the children, parents and administration.
- PRAC-5 Conduct a series of self-observations of oneself in a teaching role and make practice modifications based on the reflection exercise and feedback.
- PRAC-6 Put into practice all of the aspects of the academic phase.

**Description of Content:**

The purpose of this section is to provide the adult learner with the opportunity for gradual, personal and practical experiences as a Montessori teacher and to experience the joy of becoming a Montessori teacher. This practicum year is a period of gradual development of abilities fostered by the direct assistance of the master teacher and the periodic communications and written assignments required by the teacher education program.

**Performance Assessments:**

- Eight monthly practicum self-evaluations
- Four evaluations by supervising teacher (N/A for self-directed)
- Minimum of three field consultant observations
- Preparation of lesson plans with demonstration of teacher-made materials
- Minimum of two parent conference reports
- A year-long project implemented and presented during final exams
- Adult learner progress reports

## 2.4 Standard Requirements for Practicum

### 2.4.1 Basic Requirements

The purpose of this phase is to provide the student with the opportunity for gradual, personal, and practical experiences as a Montessori teacher. This practicum year is a period of gradual development of abilities fostered by the direct assistance of the master teacher and the periodic communications and written assignments required by MMTEI.

1. Practicum eligibility: No part of the practicum may precede the beginning of the academic phase of the course, and at least 90 percent of the academic contact hours (not including assessment) must be completed before the end of the practicum. The practicum may begin after at least 50 hours of the Academic Phase and the Montessori Philosophy and Foundations of Early Childhood Development Part I online course have been completed. The remaining required hours of the Academic Phase may be completed during the practicum in the format of workshops, practice sessions, and weekend or evening instruction. In the case of a practicum spanning two years, 90 percent of the core curriculum must be completed before the end of the practicum.
2. Practicum start date: The beginning date of the practicum is generally determined by the practicum site school year calendar (first day of school). The chosen start date must be acceptable to the practicum site, intern and MMTEI (see Practicum Site Agreement).
3. Contact hours: The minimum number of required practicum hours is 540. It is recommended that the practicum occur during a nine-month period, typically one full school-year (September-June), with the intern attending either a full morning or a full afternoon session with on-site preparation time included. *A maximum of six hours per day of direct contact time is countable toward the 540-hour requirement.*
4. Observations: To improve the intern's observation skills, MMTEI requires that six classroom observations be made and a written report be submitted for each visit. If necessary, observations one through three may take place in the intern's own classroom. Observations three through six must take place in other classrooms (preferably a different classroom for each observation). The intern *must not teach* during an observation. It is the responsibility of the intern to arrange with his/her Supervising Teacher/school administration any necessary time away from the classroom for observations.
5. Role in the classroom: In learning how to organize a prepared environment, it is essential that the intern cooperate with classroom procedures as set forth by the supervising teacher. As the year progresses, the intern is encouraged to question and discuss with the teacher the rationale pertaining to the use, placement and timing of the inclusion of new materials into the classroom. Further, under the teacher's direction or at his/her discretion, the intern will be required to prepare and produce additional materials for use in the classroom. A portion of the intern progress report is directed to this task.
6. Acting as lead: Throughout the academic year, interns will be expected to take charge of the class and plan activities. In this way, both intern and supervising teacher should be able to identify some helpful strategies for improvement. In addition, the MMTEI Field Consultant will have an excellent opportunity to observe the intern as he/she experiences classroom supervision.

7. Self-observations: The intern will complete eight self-observations, evaluating his/her own progress for eight of nine months, September through May. **If this monthly report is not turned in on time, credit or grade for internship hours may be reduced for that month or not counted.**
8. Child progress reports/conferences: It is the responsibility of the lead teacher to complete progress reports of children and other classroom records; however, an intern may be required to help write and to review the reports prior to their being given to parents. This provides ample opportunity for lead teacher-intern interaction. The intern's comments and questions will be sought at this time for an additional viewpoint as well as for the sake of his/her further enlightenment as to teacher duties. Interns are expected to participate in a minimum of two (2) parent conferences to help in further understanding parent-teacher and specific parent-child relationships.
9. Participation expectations: Interns are expected to attend open house and faculty-staff meetings. Interns are encouraged to attend regional Montessori workshops and public lectures on early childhood education. In addition, individuals with art, science or foreign language backgrounds are encouraged to share their talents by making special and/or periodic group presentations to classes where desired.
10. Field consultant observations: A field consultant from MMTEI will visit the classroom to observe and evaluate the intern's progress toward the achievement of practical skills involved in Montessori teaching a minimum of three times during the practicum (self-directed interns will have a minimum of four field consultant visits). The field consultant will be completing evaluations of the intern's classroom performance and development. Items of particular interest will include participation in classroom duties, responsibilities, instruction and lessons; knowledge in applying the three-period lesson, instructional competency, knowledge of concepts in content areas, flexibility, responsiveness to the child's interest and attention, overall manner, capacity for group and individual lessons, use of positive discipline techniques, directing children to appropriate activities, diagnosis of cause of misbehavior and remedy, attention to the whole class situation, selection of materials for the classroom, selection of class projects and activities, planning, involvement with parents, evaluation of children's progress, etc.
11. Travel expenses: If the practicum site is more than 300 miles from MMTEI offices, the intern assumes the travel expenses for the field consultant's visits, including \$0.50/mile if driving.
12. Contract: MMTEI does not become involved with financial arrangements of interns and their practicum sites. The practicum may be a paid or unpaid position. Interns are advised to arrange for the signing of a contract with the practicum site. These arrangements should specify the nature of the relationship and responsibilities of each to the other. A contract should include hours and dates of employment, general and specific duties, salary or other remuneration, if any, as well as conditions of employment. The contract should state whether the intern is paid for hours worked, or a straight monthly salary amount.
13. Administrative paperwork: All paperwork must be completed and submitted to MMTEI prior to beginning the practicum. See Coursework Handbook for forms.

### **2.4.2 Intern Job Description as Defined by MMTEI**

- Functions on a concrete level of experience
- Practices with materials
- Fulfills requirements of teacher education course
- Participates in observations specified

#### Accepts the following responsibilities:

- Adds new exercises to the classroom each month
- Helps direct and organize group activities
- Supervises outdoor activities and cares for outdoor environment
- Attends to care of the classroom environment (cleaning shelves, dusting materials, etc.)
- Alternately responsible for restocking supplies
- Maintains an overview of the classroom when necessary
- Is aware of what to do in case of an emergency situation--how to look up a child's file, who to contact, fundamentals of first aid, knowledge of fire exits, etc.
- Assists with establishing ground rules and implementing discipline
- Communicates effectively with the children
- Complies with school policy regarding punctuality, absenteeism, meetings, etc.

#### Demonstrates the following characteristics:

- Exhibits a sincere love of children and a genuine interest in the welfare of the very young children
- Smiles and shows enthusiasm while working with young children
- Exhibits patience when working with young children
- Dresses in neat and comfortable attire
- Is emotionally stable
- Shows a basic understanding of the Montessori philosophy and the willingness to learn more through readings, practical experience and teacher discussions
- Asks probing questions of the teacher to provide some direction, and helps with any needed task
- Has the ability to refrain from always helping a child and gives the minimum direction that is needed
- Is prepared to observe the teacher, as well as the children in the classroom. (Observation of the teacher provides the intern with valuable insights into the effectiveness of his/her educational techniques.)
- Works with the teacher as a "coordinated" team

It should not be expected that the teacher will ask the intern to do only the more menial tasks in the classroom. Just as the teacher has a mixture of responsibilities to perform, so will the intern and therefore each task should be completed cheerfully and well. It is necessary to keep in mind that task proficiency will increase the effectiveness of the relationship with the teacher. No task should be considered too small to be handled.

### **2.4.3 Qualifications of Practicum Site**

1. A representative of the Teacher Education Program shall visit any new practicum site and approve it before the practicum begins. If the practicum site is at a distance greater than 100 miles from MMTEI offices, we may allow photos of the environment and list of materials in lieu of an in-person visit.
2. Children in the practicum classroom must be within the 2 ½ through 6 years old age range. If the environment does not have a 2 ½ through 6 years age range, the program director will outline, and document, a plan with the adult learner to ensure they receive experience with the full age range.
3. The practicum site must contain a full complement of Montessori materials for 2 ½ through 6-year-old children. A full complement is defined as 90 percent of the materials marked essential on the AMS Early Childhood Suggested Materials List.

#### **AMS Early Childhood Suggested Materials List**

The following lists are a guideline to assist teachers in equipping the classrooms with materials that should be available at each level. There should be a representative variety of activities at various levels of difficulty for each curriculum area to serve the age span. Please note that this is just one part of the *physical* design of a Montessori environment.

In addition to the materials, teachers need to take into account other physical features such as the height of the shelves in comparison to the average eye level of the students in each level, the selection and placement of items on walls, water source, plants, lighting, placement of noisier areas (e.g., blocks, play), using color to attract the students to materials on the shelves, using neutral colors on the walls so that they do not detract from the materials on the shelves.

In addition to the physical design, teachers must also pay attention to the social, emotional, cognitive and psychological designs. In others words, elements such as each teacher's presentation of self (e.g., attire, facial expression), the quality of each teacher's interaction and connection with the students, the body language of the teachers, the actions and reactions of teachers, teachers' speech (e.g., Does the teachers' speech promote critical thinking, problem solving, self-confidence and self-esteem?), teachers' modeling of the habits of mind, etc.



<b>EARLY CHILDHOOD: 2.5 to 3+ years old</b>			
<b>SENSORIMOTOR</b>			
<i>Visual</i>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>SHARED</b>
Pink Tower	<b>X</b>		
Brown Stairs	<b>X</b>		
Red Rods		<b>X</b>	
Cylinder Blocks	<b>X</b>		
Geometric Solids (natural wood -- not colored) (beginning ones only)	<b>X</b>		
Geometric Cabinet Demonstration Tray		<b>X</b>	
Color Tablets II		<b>X</b>	
<b>LANGUAGE: Introduction to Language in print</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>SHARED</b>
Labels of Objects in the Environment	<b>X</b>		
Vocabulary Cards with Labels	<b>X</b>		
Sandpaper Letters	<b>X</b>		
Moveable Alphabet	<b>X</b>		
<b>MATH: Introduction to Digital System (0-9, 10)</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>SHARED</b>
Sandpaper Numerals	<b>X</b>		
Red and Blue Rods and Numerals		<b>X</b>	
Spindle Box	<b>X</b>		
Memory Game	<b>X</b>		

<b>EARLY CHILDHOOD 2.5 to 6 years old</b>			
<b>PRACTICAL LIFE (Must be a variety of activities)</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>SHARED</b>
Hand Washing Materials	X		
Squeezing a Sponge	X		
Table Washing	X		
Shell/Rock Scrubbing	X		
Bubble Making		X	
Sweeping (Floor)	X		
Sweeping (Table)	X		
Pouring Beans	X		
Pouring Grains	X		
Pouring Water	X		
Spooning Activities	X		
Scooping Activities	X		
Tong Activities	X		
Sorting by Size	X		
Sorting by Color	X		
Sorting by Objects	X		
Food Preparation	X		
Sewing	X		
Serving Snack	X		
6 - 8 Dressing Frames	X		
Grace and Courtesy	X		
Cutting (With Sequence of Difficulty)	X		
Pasting/Gluing	X		
Folding	X		
Clothes Pins		X	
Walking on the Line	X		
Silence Game	X		
Flower Arranging		X	
Ironing		X	
Weaving		X	
Large motor, i.e. woodworking		X	

<b>EARLY CHILDHOOD 2.5 to 6 years old</b>			
<b>SENSORIAL</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>SHARED</b>
Knobbed Cylinders/All 4	<b>X</b>		
Pink Tower	<b>X</b>		
Broad Stair	<b>X</b>		
Long Rods	<b>X</b>		
Color Tablet Box I	<b>X</b>		
Color Tablet Box II	<b>X</b>		
Color Tablet Box III	<b>X</b>		
Triangle Box	<b>X</b>		
Sm. Hexagon Box	<b>X</b>		
Large Hexagon Box	<b>X</b>		
Rectangle Box	<b>X</b>		
Knobless Cylinders/All 4	<b>X</b>		
Touch Boards	<b>X</b>		
Touch Tablets	<b>X</b>		
Sound Cylinders	<b>X</b>		
Geometric Solids	<b>X</b>		
Geometric Cabinet (Trays and Cards)	<b>X</b>		
Touch Fabrics	<b>X</b>		
Bells/Tone Bars		<b>X</b>	<b>X</b>
Stereognostic Exercises	<b>X</b>		
Mystery Bag	<b>X</b>		
Smelling Exercise	<b>X</b>		
Tasting Exercise		<b>X</b>	
Binomial Cube	<b>X</b>		
Trinomial Cube	<b>X</b>		
Baric Tablets	<b>X</b>		

<b>EARLY CHILDHOOD: 2.5 to 6 years old</b>			
<b>LANGUAGE</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>SHARED</b>
Metal Insets	X		
Sandpaper Letters	X		
Moveable Alphabet	X		
Comprehensive Reading Plan	X		
Vocabulary Activities	X		
Reading Readiness Activities	X		
Categories	X		
Patterns	X		
Relationships	X		
Sequencing	X		
Objects/Movable Alphabet	X		
Picture/Moveable Alphabet	X		
Phonogram Exercises	X		
Composing Words	X		
Non-Phonetic Words	X		
Phonetic Reading Books	X		
Command Cards	X		
Grammar	X		
Nouns	X		
Adjectives	X		
Verbs	X		
Article	X		
Comprehensive Writing Plan		X	
Sand Tray		X	
Letter Tracing	X		
Writing Sequence	X		
Non-phonetic reading books		X	
Poetry		X	
Mini environments e.g. farm/phonetic		X	
Mini environments e.g. farm/non-phonetic		X	
Farm or equivalent for intro to grammar		X	
Easy Readers		X	

<b>EARLY CHILDHOOD: 2.5 to 6 years old</b>			
<b>MATH</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>SHARED</b>
Number Rods and Numerals	X		
Sandpaper Numerals	X		
Spindle Boxes	X		
Cards and Counters	X		
Memory Game	X		
Golden Bead Material	X		
Presentation Tray	X		
Stamp Game	X		
Bead Frame	X		X
Dot Game		X	X
Ten Boards	X		
Teen Boards	X		
Hundred Board	X		
Bead Cabinet & Arrows	X		X
Addition			
Short Bead Stair	X		
Addition Strip Board	X		
Positive Snake Game	X		
Addition Charts	X		
Subtraction Strip Board	X		
Subtraction Charts	X		
Subtraction Snake Game		X	
Multiplication			
Short Bead Stair Exercises	X		
Multiplication Board	X		
Multiplication Charts	X		
Division			
Division Board with One Divisor	X		
Division Charts		X	
Fractions			
Fraction Skittles		X	
Fraction Insets		X	X
Money - coin recognition		X	
Money Activities		X	

<b>EARLY CHILDHOOD: 2.5 to 6 Years</b>			
<b>SCIENCE &amp; SOCIAL STUDIES AREAS</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>SHARED</b>
Globes	X		
Land Forms	X		
Geography Maps			
Hemisphere Map	X		
North America	X		
United States	X		
Europe	X		
South America	X		
Asia	X		
Africa	X		
Antarctica		X	
Australia	X		
Cultural Geography	X		
Directions - North, South, E, W		X	
History	X		
Zoology	X		
Botany	X		
Leaf Cabinet		X	
Science Activities	X		
plant puzzles	X		
Botany 3-parts cards	X		
Animal puzzles	X		
Animal 3-part cards (nomenclature)	X		
Outdoor Environmental Activities	X		
Additional Materials	X		
Art Materials (various mediums and techniques)	X		
Library (Book) Area	X		
Musical Instruments	X		X
History Activities		X	
Nomenclature Cards (culture)		X	
Study of Clocks, Learning Time		X	
Time Activities		X	
Timeline of a Child's Life		X	
Timeline of a Day		X	
Calendars		X	
Peace Education Materials		X	

## **2.4.4 Possible Practicum and Observation Sites**

Sites not on this list can receive approval if they meet the practicum site qualifications.

### **MONTANA**

Bozeman – Learning Circle Montessori  
516 West Cleveland  
Bozeman, MT 59715  
406-587-2672

Kalispell - Woodland Montessori  
5 Park Hill Rd.  
Kalispell, MT 59901  
Sally Welder  
406-755-3824  
Fax 406-755-7234

Bozeman – Middle Creek Montessori  
1572 Cobb Hill Rd.  
Bozeman, MT 59718  
406-587-3817

Missoula - Summit Montessori  
3035 South Russell Street  
Missoula, MT 59801  
Reina Crepeau  
(406) 830-4892

Bozeman - Sourdough Montessori  
4310 Sourdough Rd.  
Bozeman, MT 59715  
Jen Moran  
406-582-1548

Whitefish - Children's House Montessori  
1301 7th St.  
Whitefish, MT 59937  
Carrie Lamb  
406-863-4685

Bozeman – Bozeman Summit  
3001 W. Villard St.  
Bozeman, MT 59718  
406-585-3778

Columbia Falls-Honey Bear Montessori  
1019 5th Ave. W.  
Columbia Falls, MT 59912  
Crystal Hutchisson  
406-871-0041

Kalispell – Stillwater Chrisitan  
255 FFA Drive  
Kalispell, MT 59901  
Joni Williams  
406-752-4400  
Fax 406-755-4061  
jwilliams@scscourgars.org

### **IDAHO**

Boise - Cloverdale Montessori  
12255 W. Goldenrod Ave.  
Boise, ID 83713  
208-322-1200

Boise - Rose Hill Montessori  
4603 Albion St.  
Boise, ID 83705  
208-385-7674

Boise – Lakewood Montessori  
2626 Gekeler Ln.  
Boise, ID 83706  
208-331-3888

Boise - Montessori Academy  
649 E Parkcenter Blvd  
Boise, ID 83706  
208-939-6333

Boise - Parkcenter Montessori  
649 Parkcenter Blvd.  
Boise, ID 83706  
208-298-5477

### **OTHER STATES**

Chandler, AZ – Adobe Montessori School  
6400 W. Del Rio St.  
Chandler, AZ 85226  
480-899-2980

### **2.4.5 Qualifications of a Supervising Teacher**

1. The Supervising Teacher candidate must hold a Montessori credential (AMS, AMI, NCME, or MACTE accredited course) for 2 ½ through 6-year-olds and have a minimum of one year of successful Montessori teaching experience after receiving a Montessori credential.
2. They must have a positive attitude toward having an intern in the room and be willing to work with the intern and provide guidance.
3. They must be willing to evaluate the intern four times during the practicum using the appropriate forms.
4. The supervising teacher candidate must be approved by the MMTEI Director through observation or interview.

### **2.4.6 Course Expectations of the Intern Affecting the Classroom**

1. Interns need to have the opportunity to assume the role of lead teacher. A minimum of one month is recommended. Usually, this is done one week per month for four months, or two consecutive weeks at two different times.
2. The intern is required to complete six two-hour observations during the practicum. Observations #1-3 may take place in the intern's own classroom if necessary. Observations #3-6 must take place in other classrooms (preferably a different classroom for each observation). The intern *must not teach* during an observation. It is the responsibility of the intern to arrange with his/her supervising teacher/school administration any necessary time away from the classroom for observations.
3. The Year-Long Project shall be completed during the practicum.
4. Though not ideal for the continuity of the program, the practicum may be completed over a two-year period. This must be declared prior to the beginning of the practicum and the schedule approved by MMTEI. Schedule changes are subject to fees.
5. A field consultant from the Teacher Education Program must observe the intern in the classroom at least three times during the practicum.
6. A mid-year Academic Workshop will take place during the school year following the summer on-site training. Every effort is made to schedule this workshop over a long weekend as defined by the Montana Office of Public Instruction school schedule. Nevertheless, they may require adult learners to be away from their classrooms for a couple of days. It is the responsibility of the intern to arrange with his/her supervising teacher/school administration any necessary time away from the classroom.



### **2.4.7 Practicum Situation Exceptions/Resolutions**

1. If the intern is in an area quite distant from the Teacher Education Program, and neither a practicum site nor a supervising teacher is readily available, exceptional provisions may be made to assist the student in receiving certification.
  - a. The intern may set up his/her own classroom/school.
  - b. A formal request for this exception shall be submitted to the AMS office stating all facts involved. This request should include the intern's educational background and teaching experience, location of the classroom/school, the possibility of an available qualified supervising teacher, Montessori materials available, and quality of the Academic Phase.
  - c. The Teacher Education Program director shall be accountable for the quality of the Montessori instruction and environment, which is applicable to the Academic Phase. No less than three supervising visits shall be made at the expense of the intern.
  - d. Additional testing may be required during the Evaluation phase.
2. If an intern cannot find a site approved by the Teacher Education Program:
  - a. The Teacher Education Program may provide a site at its own school without remuneration, or
  - b. The Teacher Education Program may assist the intern in locating a site, which is approved but cannot provide remuneration.

## 2.5 Final Assessment

Satisfactory achievement of the course objectives and competencies is measured by final assessment of each subject area (written exam), oral demonstration of methods presentations, and presentation of the Year-Long Project. During the final Evaluation Week, students return to the Teacher Education Program for review and testing (some subject area assessments may have already been administered through the online classes or at a mid-year Academic Workshop). Students must submit the Year-Long Project for evaluation by the Teacher Education Program and present it at the final assessment session.

### Objectives:

1. To demonstrate competence in the use of Montessori materials, orally and written evaluation.
2. To demonstrate competence in Montessori principles, philosophy, and child development.
3. To verify completion of the lesson Resource Manual requirement.
4. To review adult learners' Year-Long Projects.

### Eligibility:

A minimum of the following must be completed one month prior to the final assessment session in order to be eligible to participate in this portion of the program:

- Philosophy, Child Development, and Classroom Leadership online courses
- 5 subject area manuals
- 6 of the 8 Self-Observations
- 5 of the 6 Classroom Observations
- 70 percent of practicum hours
- 3 of the 4 Supervising Teacher Reports
- Approval and outline of the Year-Long Project

Subject-area written exams may be offered earlier in the year for adult learners who have completed the subject-area coursework.

### Exam Description and Preparation

The written finals consist of a short essay plus short answer questions in each subject area. Study by reading your notes from your instructors and the papers you wrote for your subject Resource Manuals and for the online Philosophy course. Be familiar with your Resource Manuals, terminology, all parts of the materials (e.g., names of shapes in the geometric cabinet and which drawer), and sequence if there is a progression. Correct spelling is required.

Final oral presentations consist of a blind drawing of a lesson and performing that presentation. A list of possible presentations will be provided ahead of time. A study guide will be provided approximately one month prior to exams and there will be a review session prior to the exams.

All assignments and final examinations must be completed prior to certificate recommendation. Assignments will be graded according to the assignment grading sheets included in this manual.

**Exam grading is based on a 100 percent scale: 90-100 = A, 80-89 = B, 70-79 = C (below 70 does not meet the standard).**

## 2.6 Tally Sheet of Hours – Example

*Dates and hours are tentative and subject to change!*

### Tally Sheet of Hours - Kalispell 2021-22

Academic Workshop - Early Childhood

Director: Sally Welder

5/22/2021

Day #	DATE	Org	P.L.	Sens	Lang.	Math	Science&SS/ Music	Philos.	C>D>	YrLong	Involvement	/Movement	OBS	Class. Leadership	Practice	TOTAL
			Sarah	Sally	Kara	Sally	Christine	Terry	Sally	Sally			Kara	Kara		
Montesson Philosophy and Foundations of Child Development Part I online class Summer Semester (May-Aug)																
Intro		1														1
1	6/15	1.5	2.5					4							PL	8
2	6/16		5.5										2.5		PL	8
3	6/17		4	4											PI	8
4	6/18			5						1			2		S	8
5	6/19	2													S/PL	2
6	6/21			4				4							PL	8
7	6/22			3	3.5								1.5		PL	8
8	6/23			3	5										PL/L	8
9	6/24			3	5										PL	8
10	6/25	1			5	2.5									L	8.5
11	6/28				3.5	4.5									L	8
12	6/29					6							2		L	8
13	6/30					6				2					L/M	8
14	7/1		5			3									M	8
15	7/2	1.5	5				1.5								M	8
Montesson Classroom Leadership online Fall Semester																
Student observations at approved sites during practicum													14			14
Case study/ observation of individual child													12			12
TEP observation of student teacher													6	3		9
	9/18		1.5	1.5												3
	10/2		1.5	1.5												3
16	10/21	1	2				3	2								8
17	10/22		2	1			5									8
18	10/23			4			4									8
	11/6				1.5	1.5										3
	11/20				1.5	1.5										3
	12/4				1.5	1.5										3
Montesson Philosophy and Foundations of Child Development Part II online class Spring Semester (Jan-May)																
21	1/13	1.5			2.5							4	Music		M	8
22	1/14					4						4	movement/art		S	8
	1/15		2	2								4	Art		PL	8
23	1/16		1.5 exam	1.5 exam												0
	2/5				1.5	1.5										3
	2/18				1.5	1.5										3
	3/5										3					3
	4/5				1.5		1.5									3
	5/7					1.5	1.5									3
Montesson Philosophy and Foundations of Child Development Part II online class Spring Semester (Jan-May)																
Review & Evaluation																
24	6/13	1			2.5, 1.5 ex	2.5	2								Review	5.5
25	6/14		2	2		1.5 exam				4					Review	8
	6/15				1.5	1.5	5, 1.5 exam									3
26	6/16				2	2	2									6
Summary																
methods philos.		2		2	2	2	2									10
in-res instr.	10.5	22	21	22.5	24	19				7		12	40	3		181
practice		8	10	8	8	3.5										37.5
total in-res	10.5	32	33	32.5	34	24.5				7		12	40	3		228.5
Zoom		3	3	3	9	9	3			3	3					
online							60	60						60		216
TOTALS	13.5	35	36	41.5	43	27.5	60	60		10	3	12	40	63		444.5
	Org	P.L.	Sens	Lang.	Math	Science&SS/ Music	Philos.	C.D.	YrLong	Involvement	/Movement	OBS	Class. Leadership	Practice	TOTAL	
	Sarah	Sally	Kara	Sally	Christine	Terry	Sally	Sally	Sally			Sally	Kara			

dates subject to change

Methods Philosophy intro by Terry

online class

Written exam for Practical Life and Sensorial is available in January for those who have completed appropriate work.

Practicum **must** be a minimum of 540 hours (3 hrs per day for 180 school days).

## **3.0 Faculty & Staff**

### 3.1 Faculty

We believe that the strength of an effective Montessori program rests upon a broad and thorough education of teachers in Early Childhood Philosophy, Curriculum, and Child Development. This is a rigorous learning experience and our teachers are exceptional Montessorians who have invested a considerable amount of energy, effort, and time in this program.

The MMTEI instructors include:

- **Sally Black Welder**—Child Development, Sensorial, Math
- **Terry Welder**—Philosophy
- **Sarah Brown**—Practical Life
- **Karalynn Kress**—Language, Observation, Classroom Leadership
- **Christine Phillips**—Philosophy, Child Development, Science & Social Studies

**Sally Black Welder** attended Gonzaga University and received her B.S. in Child Psychology from the University of Minnesota. She completed her Montessori Early Childhood Training and received her certificate in June of 1972. Sally taught at the Flathead Montessori School until 1976, when she and Terry Welder founded the Kalispell Montessori School. Sally was an administrator there until 2001. She is currently the administrator of Woodland Montessori School. Sally has done additional graduate work in the field of education at the University of Montana. She has served as treasurer of the Flathead Child Care Association, been instrumental in forming the Montana Montessori Educators Organization and is a past president of Glacier National Park Associates. In 1993, Terry and Sally were hosts to the American Montessori Society Heads of School retreat in Whitefish. She has been MMTEI's director since it was established in 1997. Sally is also a frequent presenter at national conventions for Montessori education.

**Terry Welder** is certified in Early Childhood and Elementary 6-9 and 9-12 Montessori Education. He is also certified by the state of Montana as a K-12 teacher and guidance counselor. He holds a B.A. and an M.A. in English and worked as a teacher and administrator at Kalispell Montessori School for more than 25 years. He was a long-standing member of the Glacier Institute Board and he works part time as a curriculum development specialist for the Education book, Work House, has received National Awards from the Department of the Interior and from the Council for American Indian Interpretation. In addition to serving on MMTEI faculty and supporting other Montessori training centers, Terry has been a Montessori School Consultant and a verifier for the Montessori Accreditation Council for Teacher Education (MACTE) Commission.

**Sarah Brown** is originally from Oregon, where she attended Montessori school as a child. She had such a valuable experience that she decided to study Montessori education in college. She has a B.A. in elementary education from Oregon State University, an AMI Montessori teaching certificate for ages three to six from the Montessori Institute Northwest, and a Masters in Montessori Education from Loyola College. She has eight years of teaching experience in Montessori schools in the Flathead Valley and has been the Administrator of Kalispell Montessori Elementary since 2020, where she now lives with her husband, two children, dogs, and chickens.

**Karalynn Kress** is a lead Early Childhood teacher and Education Coordinator at Woodland Montessori School. She graduated from the University of Colorado at Boulder in 2000 with a B.A. in sociology and earned her AMS Early Childhood Montessori Credential at MMTEI in 2006. Karalynn has held various positions at Woodland ever since, including lead teacher, positive discipline instructor, curriculum coordinator, and adult education director. She began working with MMTEI in 2014 as an instructor, co-created an Introduction to Montessori course for assistants, and is currently co-director of the Teacher Education Program.

**Christine Phillips** attended the Montessori Education Center of the Rockies in Boulder, Colorado, as well as MMTEI in Kalispell. She received her AMS Early Childhood Credential in 2010. Her background includes teaching experiential and natural science, leading Outward Bound courses, teaching English in Chiapas, Mexico, and running cross-cultural training for international students. Christine is certified in Schools Attuned, a program of the All Kinds of Minds Institute specializing in learning differences in young children. She has completed the intensive program in Montessori Applied to Children at Risk from the Shelton School in Dallas, Texas, a training to identify preschool- and elementary-aged children at risk for learning disabilities including dyslexia, ADHD, language processing disorders, and dyscalculia. She has a B.S. in Natural Resource Management from the University of Massachusetts and an M.A. in Education from St. Catherine University.

## **4.0 Policy**

## 4.1 Approval Disclosure Statement

Prospective enrollees are encouraged to visit the physical facilities of the school and to discuss personal educational and occupational plans with school personnel prior to enrolling or signing enrollment agreements. This program currently does not have available sponsored programs, government or otherwise, to provide grants or to pay for portions of tuition and fees.

MMTEI is a teacher education program affiliated with the American Montessori Society (AMS). AMS offers a certain number of scholarships. For more information, please visit [amshq.org](http://amshq.org).

To encourage ongoing training of childcare providers, the state of Montana offers scholarships from time to time for employees of licensed childcare facilities within Montana. Other states may offer a similar program.

## 4.2 General MMTEI/AMS Policies

1. The Teacher Education Program is here to help and support students. Students are encouraged to communicate any difficulties encountered during any phase of the Teacher Education Program to the Director. It is our goal to support and serve our students in their self-developmental process of becoming Montessori teachers. While the Program Director and faculty members are available to offer academic guidance and advice to adult learners, MMTEI does not provide any non-academic counseling or health care service. If the adult learner indicates that these services are needed to be successful in the program, we will make every effort to refer the adult learner to appropriate service providers at his/her own expense.
2. MMTEI/AMS Teacher Education Programs adhere to a policy of non-discrimination in regard to race, color, culture, sex, sexual orientation, gender identity, genetic information, veteran status, ancestry, religion, age, gender, disability or national or ethnic origins, or any other classification protected by applicable law in the process of student selection.
3. The Family Educational Rights and Privacy Act, a federal law that protects the confidentiality of a student's education record, and Montana state statutes, specify that the institution may not release information from a student's record to a third party without the express written consent of the student.

Education records covered by federal and state privacy laws include grades, housing information, financial status, results of disciplinary proceedings, etc. Federal law does allow release of certain information referred to as "directory information." This includes the student's full name, address, phone number, dates of attendance and certificates received. The student has the right to request that MMTEI not release directory information by notifying the office in writing. The institution may release information without the student's consent in connection with an emergency if necessary to protect the health or safety of the student or other individuals.

4. Code of Conduct—Students are expected to conduct themselves with dignity and respect for faculty and staff of the Teacher Education Course, supervising teachers, administrators and other staff at their student-teaching sites. They are also to be aware at all times that it is a privilege to be working with children and are to treat the children and individuals who allow them this privilege with great respect. Improper social conduct will be considered evidence of unsuitability to be a Montessori teacher and will therefore be grounds for dismissal.



5. Attendance Policy—Attendance is required at all scheduled sessions of the Academic Workshop and during the student teaching year. Ten percent unexcused absence is grounds for dismissal from the program. Students are responsible for making up work covered during their absence.
6. Technology Agreement—Phones, cameras, iPads, etc.: Please be professional and courteous. Restrict personal use of phones and other devices to breaks and lunchtime. Turn off all phones and devices during class time to avoid disrupting other students and the instructor. Do not connect to the Internet during class time. Restrict use of cameras and tablets to designated times, such as photo sessions (initiated by instructor) and to guided practice sessions. Audio taping or videotaping of instructor’s lessons is NOT permitted. ***Please respect these technology guidelines.***
7. Online Course Participation—Students are required to complete three online academic courses using the Canvas online learning management system. MMTEI will invite students to create a Canvas account and enroll in each online class using their email addresses as provided on the MMTEI Pre-Admission Application. Students must create a unique password to use the program and have access to a wealth of tutorials on utilizing Canvas. Canvas allows MMTEI to track the number of hours and times when students are logged in to Canvas to confirm adequate participation. Students and faculty are expected to communicate in a respectful manner consistent with MMTEI policies and the AMS Code of Ethics while learning together online.
8. Continuing Enrollment Criteria for MMTEI
  - A. Students must meet these pre-entrance requirements:
    1. At least three positive references
    2. Oral interview with the Program Director
    3. High School (or equivalent GED/HiSET) and/or College Diploma Transcript
    4. Timed writing sample (optional)
  - B. Written work and Academic Phase requirements:
    1. Maintain passing grades in all written work (at least 70 percent)
    2. Complete all assignments and practice hours (students are responsible for all missed work)
    3. Attend at least 90 percent of the scheduled hours for the Academic Phase. For in-residence hours, during orientation to the on-site academic workshop, each instructor will take attendance and keep on file. For synchronous online academic hours, students are required to use the video function in Zoom so that each instructor can attest to students’ presence and participation in the session.
    4. If more than 10 percent of the scheduled hours for any subject area of the Academic Phase are missed, the student must make up the specific lessons missed by attending those classes the following year or by attending comparable classes approved by the Program Director.
  - C. Practicum/Internship requirements:
    1. Consistent positive attitude toward students and staff
    2. Demonstration of the ability to be mentally, emotionally and physically effective in the school environment
    3. Regular attendance

4. Ability to manage children—both small groups and complete classroom
  5. Willingness to do his/her share of classroom environment upkeep and preparation
  6. Cooperation with the supervisory teacher, administration and parents
  7. Adherence to the Professional Code of Ethics described in Section 4.5 and in the AMS Teacher's Code of Ethics, Form 3.2.3 of the MMTEI Coursework Handbook, as well as any utilized by the practicum site school
- D. Assessment—consists of oral and written exams demonstrating competency of understanding of Montessori principles, philosophy and materials. Presentation of the Year-Long Project is also part of the final assessment.
- E. Inability to appropriately meet any of the above criteria could result in consultation and development of a plan of correction. If the plan is not followed, the student may be dropped from the program.
- F. If all work is not completed within three years of the final day of the Academic Phase of the program, the student will be dropped from the program or requested to pay an additional \$300 yearly extension fee. The student will also be responsible for any increase in fees from the accrediting agencies.
- G. Reasons for immediate dismissal:
1. Drinking on the job
  2. Using drugs
  3. Abusing a child
  4. Leaving a child or class unsupervised
  5. Falling asleep during work hours
  6. Quitting practicum without approval
  7. Engaging in malicious gossip
  8. Excessive tardiness and absences (more than 10 percent of a 30-day month)
  9. Insubordination
8. Graduation—Requirements for graduation involve the successful completion of all assigned work and examinations as determined by the Teacher Education Program Director. Upon successful completion of all AMS requirements, adult learners earn credentials as described in Section 2.2 of this manual.
9. Dismissal—Retention Policy:
- A. Procedure: It is the policy of the Teacher Education Program to assist students having difficulties whenever possible. However, there may be times when a student elects not to follow the principles of the program. If a student is having continuous unresolved problems, the Program Director will send a letter to the student notifying him/her of the problem and a time limit for remediation of the problem. Failure to satisfactorily comply may then be grounds for dismissal.
- B. Dismissal: If the student does not comply with the instructions in the letter during the time allotted, the student will be asked to withdraw from the program.
- Grounds for dismissal include:
1. Excess of 10 percent unexcused absences during the Academic Workshop or during the student teaching year
  2. Failure to complete assigned projects and assignments when due
  3. Continuous unsatisfactory progress toward the objectives of the course as evaluated by the administration

## C. Steps before dismissal:

1. Regular evaluations will be given regarding performance to assure compliance is satisfactory.
2. A plan of correction must be stated and discussed verbally and in writing with student when performance is not satisfactory.
3. The student has 30 days to comply.
4. If student fails to comply, the student is subject to being dropped from the program.
5. All reasonable avenues of aid should be administered to help the student to complete the course, e.g., professional psychological counseling, career counseling, medical physical exam, etc.
6. If a complaint cannot be quickly resolved, an arbitration committee is appointed by the Teacher Education Program Director. The committee consists of the Teacher Education Program Director, a staff member, a student representative and a practicum site administrator. The decision of this committee is final.

D. If a student is dismissed from the program, MMTEI will refund the remainder of the unused tuition within 10 days.

E. Readmission after dismissal: Students who have been dismissed may be readmitted based upon the discretion of the Teacher Education Program Director. This determination will be based on reasonable assurances that the dismissed student will comply in the future with all requirements of Teacher Education Program.

10. Course Cancellation—In the event the course is cancelled, students will be notified immediately. Refunds for tuition payments will be issued immediately.

11. Withdrawal Policy—Notices of withdrawal and request for tuition reimbursements must be made in writing to the Director. Any refund will be issued within 30 days.

## 12. Course Cost:

	<b>Tuition Rates if Enrolled Prior to August 25<sup>th</sup>, 2023</b>	<b>Tuition Rates if Enrolled Prior to January 1<sup>st</sup>, 2023</b>	<b>Tuition Rates if Enrolled After January 1<sup>st</sup>, 2023</b>
Academic Phase Deposit <i>due upon enrollment</i>	825.00	900.00	990.00
Academic Phase—Online Courses <i>due in three installments, prior to start of each course</i>	1,150.00	1380.00	1520.00
Academic Phase—On-Site <i>due prior to the first day of on-site class</i>	1,575.00	1675.00	1840.00
Practicum/Student Teaching <i>due prior to beginning practicum</i>	1,300.00	1400.00	1540.00
Evaluation <i>due prior to testing</i>	400.00	420.00	460.00
<b>TOTAL COST FOR INSTRUCTION YOU ARE RESPONSIBLE FOR THIS AMOUNT</b>	<b>\$5250.00</b>	<b>\$5775.00</b>	<b>\$6350.00</b>

Included in Cost

- Related equipment, literature, and materials. Students will be required to provide textbooks and materials not included in the cost (estimated \$225). (Textbooks ~\$115.00, Binders ~ \$45.00, and Sheet Protectors ~ \$65.00)
- \$100 of the Academic Phase Deposit is an MMTEI enrollment fee and is non-refundable.
- Certification Fees: \$411—Included in the Academic Phase Deposit is the \$240.00 registration/certification fee for AMS and \$171 for the MACTE student fee. These fees give students affiliation with nationally recognized Montessori Certification Organizations and are non-refundable.

Additional Materials Cost Breakdown to Completion of this Course

Students are required to place all of the printed materials given to them into their Resource Manuals. This requires the purchase of five to eight three-inch three-ring binders and about five boxes of plastic protective sheets. Students must also purchase—or borrow—all of the required textbooks listed in the comprehensive course syllabus.

## 13. Refund Policy

The AMS and MACTE registration fees and MMTEI enrollment fees are included in the Academic Phase Deposit and are non-refundable.

Students who request a refund before:

- The first day of their first-course component will receive 100% of the refundable portion of their Academic Phase Deposit and 100% of the course component fee.
- Before the end of the second week of their first course component will receive 50% of the refundable portion of their Academic Phase Deposit and 50% of the course component fee.
- Withdrawal after the second week of their first-course component will result in a forfeiture of both the Academic Phase Deposit and the course component fee.
- For all other course components, the withdrawal policy will be the same for the course component fees only.
  - Before the end of the second week of the current course component will receive 50% of the course component fee.
  - Withdrawal after the second week of the current course component will result in a forfeiture of the course component fee.

## 14. Late Payment Policy

All payments are due on the 25<sup>th</sup> of the month prior to the start of each course component. There is a 10-day grace period for you to make payment. If payment is not received, then on the 11<sup>th</sup> day a \$30.00 late payment fee will be applied to your account. You will not be able to start a course component if payment for that course component has not been received.

## 15. Financing

MMTEI provides a financing option, for those in need, after the Academic Phase Deposit is fully paid. Please keep in mind that a financing charge of \$100 applies. The remaining tuition cost will be divided according to each student's planned schedule, based on the expected number of months. All payments must be paid in full prior to the final exams.

## 16. Post-Graduation Professional Development Requirement

AMS requires that holders of AMS credentials issued on or after July 1, 2013, complete 50 hours of professional development every five years for the credential to remain active. The first five-year period begins with the date the credential was issued. If professional development hours are not completed within the five-year period, the credential will be considered inactive until the requirement is met.

The credential holder must keep a record of his or her professional development and be able to provide print or electronic verification of the event host, location, date, topic, presenter(s), and number of hours attended. For this purpose, the credential holder is welcome, but not required, to use the AMS Professional Development Form ([www.amshq.org](http://www.amshq.org)).

To maintain an active credential, verification of professional development is to be submitted to AMS 30 days in advance of the five-year anniversary of the issuance of the credential, and every five years thereafter.

## 4.3 Grievance Policy

### **4.3.1 Grievance Procedure for Problems with Teacher Education Program**

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

1. In case of conflict the procedure is as follows:
  - a. Instructor
  - b. Program Director
  - c. A problem-solving committee with a member/representative from the Montessori population of the course.
  - d. MACTE
2. A complaint that is not resolved after an initial verbal contact should then be stated in writing and submitted to the MMTEI office. Once a written complaint is received, a grievance committee consisting of two instructors, two supervising teachers, and two students will be established.
3. If the student does not feel that the committee has resolved the complaint, the student may submit a formal written complaint within 30 days after the problem-solving committee decision to:

AMS TEC Problem-Solving Committee  
 116 East 16<sup>th</sup> St., Floor 6  
 New York, NY 10003-2163  
 Tel. (212) 358-1250

MACTE Office  
 420 Park Street  
 Charlottesville, Virginia 22902  
 Tel. (434) 202-7793

### **4.3.2 Grievance Procedure for Problems with the Internship Site**

Prior to acting upon a grievance, please review your copies of any forms or agreements that were signed prior to the beginning of the practicum regarding roles, job descriptions, and expectations of all interested parties.

1. The Intern discusses the problem with the Supervising Teacher. The Intern should work in a positive way and ask for help and/or offer solutions. A plan for mutual resolve should be established. Many problems resolve themselves when all parties are working together.
2. If after a period of time, the plan does not work, the Intern contacts the Field Consultant regarding the situation. The Field Consultant may have suggestions for a possible solution. The Field Consultant will contact the Supervising Teacher and discuss various points of view. Plans will be established to improve existing circumstances. The Field Consultant will follow up and offer help if needed.
3. If after a reasonable amount of time, the existing circumstance appears counterproductive, the Intern may request a change of internship site. The Intern must complete a Change of Internship form and indicate a prospective new site for consideration and approval by the Field Consultant. In these cases:
  - a. The Field Consultant contacts the Supervising Teacher to discuss the Intern's desire to leave the existing situation. If the Supervising Teacher, the School Administrator, and the MMTEI Director agree, plans for making a change of Internship site will proceed.
  - b. The new site must be approved by the Field Consultant and approved by all parties, and all parties must sign an agreement to this effect.
  - c. When all parties have signed the change of internship site form, the Intern will go to the new Internship site at a time that is convenient to all parties. The Field Consultant coordinates the change.
4. A complaint that is not resolved after an initial verbal contact and does not result in a desire to change internship sites should then be stated in writing. Once a complaint is submitted to the Director of the Teacher Education Program, an arbitration committee is appointed. The committee consists of the Teacher Education Program Director, a Staff Member, a Student Representative and a Practicum Site Administrator.
  - a. Procedures for filing a complaint:
    - i. Verbally discuss the complaint with the Director of the course.
    - ii. If said complaint couldn't be resolved quickly, an arbitration committee is appointed by the Teacher Education Course Director.
    - iii. A formal written complaint can be written within 30 days after the arbitration committee decision. The complaint can be mailed to:
 

AMS TEC Problem-Solving Committee 116 East 16 <sup>th</sup> St., Floor 6 New York, NY 10003-2163 Tel. (212) 358-1250	MACTE Office 420 Park Street Charlottesville, Virginia 22902 Tel. (434) 202-7793
--	---
5. In accordance with the Family Educational Rights and Privacy Act, an AMS Course guarantees confidentiality and access by the student to all of his/her records.
6. MMTEI and AMS are not responsible for employment, salary, and occupational advancement of their students and graduates.

## 4.4 Transfer Students

### 1. Transfer between AMS Programs

- a. For the transfer of a current adult learner from one AMS-affiliated teacher education program to another, the teacher education program should consider:
  - i. A candidate should be within the three-year time limit from the last day of the original academic phase.
  - ii. A candidate must be a current member of AMS.
  - iii. Review and evaluation of previously completed academic and practicum work
  - iv. The cost of review
  - v. Notification of the prospective adult learner in writing with the fees and time required to complete all transfer requirements
  - vi. The new program must also contact the original program to determine if the adult learner is in good standing including fulfillment of financial obligations; [9/09].
  - vii. Submit an AMS Transfer form in addition to the credential recommendation form.

### 2. Transfer from Credential Programs Recognized by AMS

- a. Transfer of credits from credential programs recognized by AMS (AMI, NCME, MACTE accredited credentials) will be considered with verification of the following documentation:
  - i. A candidate must have a degree in keeping with credential requirements.
  - ii. A candidate must be a current AMS member or register as an adult learner.
  - iii. Review and evaluate the credential and portfolio of the candidate, utilize proficiency pre-testing to plan a program of study.
  - iv. Determine the minimum requirement of the academic phase that the candidate must take to fulfill AMS qualifications.
  - v. All candidates must take Montessori theory and philosophy from the program that will issue the credential recommendation.
  - vi. Determine that practicum requirements of the candidate meet the requirements of an AMS-affiliated teacher education course practicum.
  - vii. Assess and evaluate proficiency as required by the AMS-affiliated teacher education program.
  - viii. Assure that all the requirements of the AMS-affiliated teacher education program issuing the credential are met.
  - ix. Submit an AMS “transfer” form in addition to the AMS credential recommendation form.

### 3. Transfer from Credential Programs Not Recognized by AMS

- a. Transfer of credits from Montessori programs not recognized by AMS will not be accepted. The candidate must take the full AMS credential course.

## 4.5 Code of Ethics of the American Montessori Society

From the AMS Handbook for Teacher Education Program Affiliation, July 2022:

We at the American Montessori Society hold ourselves to high ethical standards and act in accordance with our commitment to building a more just and equitable world by adhering to the following principles. It is our hope and intention that the members of our organization, as advocates, ambassadors, and practitioners of the Montessori model of education, do the same.

### Principle I – Commitment to the Student and their Families

In fulfillment of the obligation to the students and their families, AMS will:

- Share resources for protecting Equitable access to all programs and services, regardless of each student's and family's race, color, culture, sex, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, ancestry, national or ethnic origins, or any other classification protected by applicable law.
- Support practices that protect the physical health and psychological safety of each student and family.
- Encourage independent action in the pursuit of learning, community building, and social action.
- Honor professional commitments, and maintain obligations and contracts while neither soliciting nor involving students or their families in schemes for commercial gain.
- 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 Staff and Colleagues

In fulfillment of the obligation to staff and colleagues, AMS will:

- Protect equitable access to AMS employment, programs, services, and other opportunities regardless of each individual's race, color, culture, sex, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, ancestry, national or ethnic origins, or any other classification protected by applicable law.
- Dedicate ourselves to recognizing, addressing, and eradicating all forms of racism and systemic oppression within our organization and programs.
- Represent one's professional qualifications with clarity and true intent.
- Accept, offer, recommend, and assign professional positions and responsibilities based on professional preparation and legal qualifications.
- Use honest, equitable, and effective methods of administering duties and conducting business.

### Principle III – Commitment to the Montessori Movement

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

In fulfillment of the obligation to the Montessori Movement, AMS will:

- Uphold and publicly support the greater vision of Dr. Maria Montessori through such initiatives as development in the promulgation of standards for affiliation of teacher education programs and accreditation of schools, the provision of professional development opportunities, and support of Montessori research and advocacy.
- Ensure that our work honors the core components of Montessori education: properly trained Montessori teachers, multi-age classrooms, an uninterrupted work period, a prepared environment, and child-directed work.



## Principle IV - Commitment to the Public

In fulfillment of the obligation to the public, AMS will:

- Share perspectives consistent with all of the items outlined in the principles above, when engaged in public discussion.
- Distinguish private views from the official position of the American Montessori Society when engaged in public discussion.

*Adopted by the American Montessori Board of Directors January 2022*

## 4.6 Competencies for Montessori Teacher Candidates

Categories of competency:	As relates to each level the candidate for certification understands:	Suggested Evidence:
<b>I. Knowledge</b>		Written and oral assignments, and examination results
	1a. Montessori Philosophy	
	1b. Human Growth and Development	
	1c. Subject matter for each Course Level* not to exclude: <ul style="list-style-type: none"> <li>• Cosmic education</li> <li>• Peace education</li> <li>• Practical life</li> <li>• The arts</li> <li>• Fine and gross motor skills</li> </ul>	
	1d. Community resources for learning	
<b>II. Pedagogy</b>	Understands:	Written and oral assignments and examination results
	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. Assessments & documentation	
	2h. Reflective practice	
	2i. Support and intervention for learning differences	
	2j. Culturally responsive methods	
<b>III. Teaching with Grace and Courtesy</b>	As relates to each level the candidate for certification demonstrates and implements with children/adolescents:	1. Employer, field consultant, supervising teacher observation and evaluation 2. Children's learning and progress 3. Post-graduate professional performance
	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	

## **5.0 Common Questions**

The Montana Montessori Teacher Education Institute (MMTEI) is a nationally certified Montessori teacher education program that maintains the highest standards of instruction.

**5.1 Location of the training?**

The training center is located at 5 Park Hill Road in Kalispell, across from Woodland Park. MMTEI shares a campus with Woodland Montessori School, a Montessori environment, for children ages two through six. The school was founded in 1977. Sally Black Welder is the director of MMTEI and the owner and part-time administrator of Woodland Montessori School.

**5.2 Where are classes held?**

Classes convene at Woodland Montessori School, 5 Park Hill Rd., Kalispell, MT 59901. Lectures are on the second-floor multi-purpose room of the building adjacent to College Avenue. Academic instruction and practice with materials take place in the ground-floor classroom of the same building, Classroom A. Please refer to the campus map in Section 1.4.

**5.3 What is the instructor-student ratio?**

Due to the size of our facility and the fact that our faculty hold other roles in education, groups are limited to 12 students.

**5.4 How is MMTEI licensed and accredited?**

MMTEI is a full affiliate of the American Montessori Society (AMS). AMS is a national Montessori organization for professionally trained Montessori teachers. MMTEI is accredited through the Montessori Accreditation Council for Teacher Education (MACTE). MMTEI has earned a highly respected reputation based on dedication to authentic Montessori education.

**5.5 What type of credit or certificate will I receive?**

Please see Section 2.2 of this manual.

**5.6 Are there other requirements for an AMS credential?**

Please see Section 4.2, #15.

**5.7 What are the admission requirements?**

MMTEI is open to all persons who are at least 19 years of age, have an A.A. degree or equivalent early childhood experience, and can benefit from the instruction offered. All applications are considered regardless of each individual's race, color, culture, sex, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, ancestry, national or ethnic origins, or any other classification protected by applicable law. Success in college-level courses requires effective reading, writing, and math skills. Proficiencies in these basic skills are required and may be verified by school or college transcripts or a timed writing sample. It is preferred that the applicant has some previous experience with young children.

**5.8 What type of assignments and resources will I have?**

Each class instructor determines the assignments, curriculum, manuals, and criteria for grading in the class being taught. This information is in the Coursework Handbook, which will be distributed on the first day of the on-site academic workshop.

**5.9 What if distance education is not a good fit for me?**

Face-to-face versions of the subjects covered by the online classes (philosophy, child development, and classroom leadership) may be offered periodically, but not every year.

## 5.10 Overview

The following is a general overview of the course for a full-time student: a portion of our course (covering philosophy, child development, and classroom leadership) is offered online through the Canvas online learning platform. There will be written assignments and tests throughout the program. You will also develop curriculum units and make hand-made materials for the classroom. During the year, you will be compiling manuals (otherwise referred to as Resource Manuals) that will include the areas of Practical Life and Art, Sensorial, Language and Reading, Mathematics, Science and Social Studies, Circle Time Activities, Nutrition and Fitness Exercises, Child Development and Classroom Leadership. Upon completion of these manuals, you will have years of classroom curriculum at your fingertips, including activities for circle time, nutrition and fitness exercises, and culturally responsive content for each subject area. The center will supply you with the basic lesson plans for the Montessori apparatus and the basic information for each of the manuals. You will supplement your manuals with pictures and additional information and exercises. Equipment is available at this campus. The student will have access to local phone calls during breaks; messages will be taken from the office and given to you at breaks. The copier and laminator are available to students at the cost listed in the office. A paper cutter is also available in the office. Students need to supply their own paper products.

## 5.11 WHY is it required that I have specialized training to teach in a Montessori School?

A successful Montessori classroom requires a skilled and well-trained teacher who creates a positive learning environment for the students. With understanding guidance, the students' learning experiences are focused around the purposeful development of order, concentration, coordination and independence. The classroom provides the student with a large variety of activities that are designed with specific purposes and procedures in mind. Our training teaches you how to organize a classroom and how to use Montessori materials with an understanding of rationale and sequence. It also includes training in other educational techniques that complement the Montessori environment.

## 5.12 What type of employment opportunities are available to graduates of this Montessori Teacher Certification Course?

As a graduate of MMTEI, you will be prepared to take your place in the Montessori Early Childhood (2 1/2 through 6) educational community. Although placement, salary and occupational advancement cannot be guaranteed, our directress will provide you with information regarding placement possibilities. We have contacts with many Montessori schools throughout the United States and we may be able to help our graduates relocate to another part of the country if they desire. There is an ever-growing number of Montessori schools in the state of Montana.

## 5.13 What is the supervised work experience requirement for the student seeking Montessori Certification?

Supervised work experience as a student teacher (practicum) in an approved Montessori school is part of the required course of study. There are pre-approved work practicum sites throughout the state of Montana. We can find or approve other sites that meet MMTEI's guidelines for a practicum site, as well (see section 2.4.3 of this manual). Most practicum sites will offer you some type of salary or wage for your work hours, but this is not required.

## 5.14 What is the enrollment deadline for the program?

Enrollment is accepted up to the first day of the Academic Phase, as space is available.

## **6.0 Rights & Responsibilities**

## 6.1 Teacher Education Rights & Responsibilities

In order to preserve and protect the rights of adult learners, the program makes a commitment to the following responsibilities.

In the area of academics, MMTEI will:

- Emphasize quality in every aspect of course delivery and award credit when and where it is due, in accordance with published standards.
- Maintain clear written policies for accepting credit from other institutions, in accordance with AMS policies.
- Disclose accurate information about the acceptability of credit for this course to other institutions.
- Ensure fair and reasonable academic evaluation, with grades and evaluations that are meaningful, timely, and based on the quality of student performance; maintain transcripts or records of grades in accordance to state/local requirements; guarantee confidentiality and student access to records.
- Award certifications when merited, and inform adult learners regularly of academic progress; recommend a candidate for credentialing by AMS after all stated requirements are satisfied.
- Offer quality instruction through instructors who have appropriate preparation and expertise under AMS requirements, are up to date in their fields, meet scheduled classes, come to class prepared, and are available to students outside class.
- Describe course requirements in clear, specific, and accurate terms, in written form; ensure that requirements are educationally meaningful.
- Notify students of unusual features of the course that cannot be readily anticipated.
- Forego unconditional changes in requirements for already enrolled students.
- Offer coursework that follows the published catalog description.
- Embrace the principle of academic honesty.
- Publish causes for dismissal in a clear and specific form; dismiss a student only for appropriate cause and after due process.
- Guarantee confidentiality and access to records in accordance with the Family Educational Rights and Privacy Act.

In the area of advertising, the program will:

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

In the area of finances, the program will:

- Inform potential students concerning financial aid opportunities.
- Employ fair and accurate published refund policies.
- Charge fair and reasonable fees for infractions such as breaking equipment or non-return of library books.
- Assess reasonable tuition increases and provide timely notice of raises.
- Keep accurate records of fees paid by each student.
- Inform students about financial instability in the event such a condition exists.

In the area of admissions, the program will:

- Make available written policies on admission.
- Give prospective students as complete and accurate a picture of the course as possible, encouraging them to visit the facility and talk with staff and students.
- Maintain clear and specific policies on job placement services.

## 6.2 Program Rights & Adult Learners' Responsibilities

The program maintains its rights as an institution of post-secondary education and expects the following of adult learners.

It is the responsibility of the adult learner to:

- Enroll only out of your need and desire to learn rather than a wish to manipulate the course for other ends—getting a certificate without growth, or qualifying for financial aid because you'd rather not have a job.
- Be informed—by reading the information disseminated by the course.
- Take an active part in planning and executing your course of study within the context of stated requirements and existing institutional resources.
- Continually self-monitor your academic progress.
- Attend class and participate in other learning activities, come prepared and complete assignments on time.
- Embrace the principle of academic honesty.
- Respect the freedom of our staff to inquire, publish and teach.
- Be familiar with the AMS Code of Ethics.

In the area of finances, the adult learner accepts the responsibilities to:

- 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 or Program Coordinator with any questions.
- Read and fully comprehend contracts before signing them and keep a copy of all contracts and receipts.
- Understand tuition costs completely and accurately.
- Satisfy financial obligations to the program in a timely fashion.

In the area of admissions, the adult learner accepts the responsibility to:

- Be knowledgeable about other available programs and assure yourself and MMTEI that your enrollment is based on an informed decision. Published information should be read. Adult learners, former adult learners, and staff should be contacted and questioned about the level of satisfaction in their relationship to any other course/program they may be considering.
- Represent yourself honestly in applying to the course.
- Complete the application process promptly by submitting requested materials and fulfilling pre-training requirements.

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 Enrollment,” a report of the Carnegie Council on Policy Studies in Higher Education (1979, Jossey-Bass).

## 6.3 AMS-Affiliated Fundamental Tenets

These fundamental tenants are utilized to establish quality instructional standards. The tenants speak to the depth and richness which focus on the transformation which begins within our adult learners. These threads help define the aspects, beyond the standards, that are incorporated into the work done within our program. The tenants are the guide by which we detail the philosophical standards of the American Montessori society and provide our program with the necessary foundation to create a quality program that is always growing and improving.

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 underpinnings of cosmic education with consistent attention to repeated and expanding experiences leading to an appreciation of the web of relationship that is universe, through an understanding of:
  - a. the interconnectedness of all things
  - b. wonder and respect for the living and nonliving world
  - c. nurturing the identity and the spirit of the child and the adolescent
  - d. indirect and direct preparation of each activity
  - e. sequencing based on whole-to-part-to-whole pathway
  - f. integrated spiral curriculum
  - g. awareness that the universe is an evolving, self-organizing force that offers many possibilities and 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 the environment is fostered in all interactions.
5. **The Prepared Environment** fosters learning through relationships, interactions, and materials using cultural culturally diverse methods and awareness of equity.
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** an inclusive respectful diverse global community, social emotional awareness, digital citizenship, integrates the cultural curriculum that unites humanity, movement, choice, peer teaching, dispositions, commitment to service, its reflective practices by teacher educators and mentors occur so adults observe and experience Montessori theory in action.



8. **Observation** is a vital importance to the teaching and learning process. Our program will communicate the necessity to develop increasing observation skills in one's own classroom and other classroom environments. Recordkeeping documents the ongoing 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 for to meet the AMS course objectives to be an effective Montessori teacher.
10. **A Practicum Phase** provides 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 trailblazers, leaders, and practicing and inspiring teachers.
12. **Lifelong Learning** is inspired by our teacher education program as part of the ongoing personal and professional journey of learning, growing, observing, reflecting and researching.

## Tuition & Enrollment Agreement

Student Name \_\_\_\_\_

Start Date \_\_\_\_\_ Proposed Completion Date \_\_\_\_\_

A minimum of 947.5 clock hours are required to complete this course. Students must make a scheduled commitment prior to beginning the internship year (declare the intended end date). After the internship begins, schedule changes must be made in writing and a schedule change fee of \$200 will be charged to the student's account.

Three years from the end of the Academic Phase is allowed to complete the program. If more than three years elapse, the student may apply for reinstatement into our program if he/she desires to continue. A yearly extension fee of \$300 per year will apply. The student will also be responsible for any increase in fees from our accrediting agencies.

Upon your successful completion of the course, you will receive an AMS credential.

Your signature on this agreement acknowledges that you have been given reasonable time to read and understand it and that you have been given:

- (a) a catalog including an outline of the course (MMTEI Program Manual & Coursework Handbook)
- (b) a Notice of Student Rights
- (c) most recent cohort graduation rates
- (d) a table setting forth the amount of refund a student is entitled to upon withdrawal (see Refund Schedule on previous page). Immediately upon signing this agreement, you will be given a copy of it to retain. A copy of the Notice of Cancellation will be given to you at the first class you attend. Written cancellation is required for refund. This letter should be addressed to **Sally B. Welder**, 5 Park Hill Rd., Kalispell, MT 59901. Refund will be mailed 10 days after letter is received.

Persons seeking to resolve problems or complaints should first contact the instructor in charge. Request for further action may be made to Sally Welder, Director of Montana Montessori Teacher Education Institute. Complaints or problems may also be addressed to 1) the American Montessori Society or 2) the MACTE Office if a resolution has not been reached with the director of the program:

AMS TEC Problem-Solving Committee  
281 Park Avenue South, Sixth Floor  
New York, NY 10010-6102  
Tel. 212-358-1250

MACTE Office  
420 Park Street  
Charlottesville, VA 22902  
Tel. 434-202-7793

- ☐ I will be financially responsible for my own tuition.
- ☐ A third party is contributing to my tuition. **A copy of the agreement between the student and the paying third party must accompany this signed agreement.** Billing statements will be sent to the student and third-party contributor.

Organization \_\_\_\_\_

Contact Name \_\_\_\_\_

Address \_\_\_\_\_

E-mail \_\_\_\_\_ Phone \_\_\_\_\_

Authorized Signature Representing Organization \_\_\_\_\_

Student Printed Name \_\_\_\_\_ Date \_\_\_\_\_

**Student Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## MMTEI/AMS Policy Verification

Upon successful completion of the Early Childhood Course/all AMS requirements:

The director recommends the adult learner for an AMS Early Childhood Credential if the adult learner holds at minimum a Bachelor's degree from a regionally accredited U.S. college/university or its equivalent from a non-U.S. college/university, as determined by a recognized credential evaluation service.

An AMS Early Childhood Credential will also be recommended if the degree is officially determined not to be equivalent to a U.S. bachelor's degree from a regionally accredited college/university, but still meets the nationally recognized post-secondary educational standard in the state, province, or country of issuance, including a normal program length of a minimum of three years. This credential will state the degree and country in which the degree was earned.

The director recommends the adult learner for an AMS Associate Early Childhood Credential if the adult learner holds a high school diploma, GED, or the international equivalent thereof, but not a Bachelor's degree from a regionally accredited U.S. college/university or its equivalent as determined by a recognized credential evaluation service. Country, state, and local employment requirements change periodically and vary in different types of schools (e.g., private, public/charter, faith-based, publicly funded). In some locations or schools, an Associate Credential may not qualify for full teaching responsibility. Even if it is currently possible to qualify for full teaching responsibility without a Bachelor's degree, employment regulations may change in the future. The applicant is responsible for checking specific jurisdictions and schools for particular employment requirements.

Applicants for this AMS-affiliated Early Childhood course who do not have a Bachelor's degree from a regionally accredited U.S. college/university or its equivalent are required to sign a statement verifying that they have received the above information before they are considered for acceptance into this course. The official equivalency evaluation will be submitted to the AMS office of teacher education in place of the non-U.S. transcript for AMS's final decision.

AMS strongly encourages holders of the AMS Associate Early Childhood Credential to obtain their Bachelor's degree within seven years of credentialing. AMS hopes you consider your credential as the beginning of your journey of lifelong learning. Teachers with an Associate credential are eligible for an AMS Early Childhood Credential upon completing the Bachelor's degree requirement. To upgrade a credential, the teacher must be a current AMS member and send an official transcript documenting the Bachelor's degree with the credential upgrade fee to the AMS Office of Teacher Education.

I have read and understand the above policies:

---

Print Name

---

Signature

---

Date

If you do not currently hold a Bachelor's degree or equivalent from a regionally accredited US college/university, please initial the space next to bolded paragraph four above.