

Montessori Teacher Training Institute
Laguna Beach - Huntington Beach - Oceanside

Teacher Education Diploma Course
Catalog

Early Childhood 2 ½ - 6 years

340 St. Ann's Drive
Laguna Beach, California 92651
(949) 494-2411

Effective September 2006 – August 2007

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Montessori Teacher Training Institute

340 St. Ann's Drive
Laguna Beach, CA 92651
(949) 494-2411
(714) 848-2733
(949) 581-7201

INTRODUCTION

The **Montessori Teacher Training Institute** (M.T.T.I.), an affiliate of the International Association of Progressive Montessori (I.A.P.M.), offers a **Teacher Education Diploma Course** for **Early Childhood 2 ½ - 6** years of age.

MISSION STATEMENT

1. M.T.T.I. cooperates with the International Association of Progressive Montessori to promote and maintain the highest standards and interpretations of the Montessori method of education and to remain open to the most advanced research and innovations being made in the fields of philosophy, psychology, and educational theory to date.
2. M.T.T.I. advocates the wider vision of Dr. Montessori, that of recognizing the importance of the child as the builder of world peace which is essential to the further progress of mankind.
3. M.T.T.I. is committed to the concept of integral education. We believe that our teachers must be prepared to facilitate the physical, intellectual, emotional, psychic and spiritual development of the child.
4. M.T.T.I. believes that we must put the child first; our commitment is to the care and education of children through the preparation of well trained, responsible, sensitive and professional Montessori teachers.

The Montessori Teacher Training Institute was founded on the belief that the future of mankind is totally dependent upon the quality of care and education that we give our children today. Our commitment to the concept of integral education requires that teachers be prepared so they understand the deeper philosophical significance of the Montessori method of education. We believe that our teachers must be able to facilitate the physical, intellectual, psychic, and spiritual development of children; understand the domains of personality and the development of character.

INSTITUTE

The institute embodies the principals, practices, and ideals central to the Montessori method: respect for the individual, development of the human potential, support of the community, nurturing of the spirit, and pursuit of academic excellence. Our teaching is deeply rooted in the traditions and practices of Dr. Maria Montessori and is enriched by current research in child development and psychology. At M.T.T.I we aim to enable and empower adults to assist children in their optimal development; and to be a model and a resource for families, childcare centers, schools, and communities.

FACULTY

The faculty represents a rich diversity of experience, knowledge, work styles, and talents. We are committed to personal and professional growth and have made this an essential component of our development program. On going review of latest research, literature, attendance at conferences, personal study, and sharing all enrich and give us an appreciation of the value of each individual's contribution, and are important to the building of a strong faculty.

GOAL

The goal for our students is that they achieve satisfaction and excellence in their personal and professional work by being well prepared intellectually, spiritually and professionally to teach children 2 ½ to 6 years using the Montessori Method of Education. M.T.T.I. fosters this development in 3 ways

- 1.) Through an integrated curriculum and strong philosophy.
- 2.) Professionally through workshops, seminars, consultation, and feedback from our graduates and associates.
- 3.) Personally through the process of working with children in the application of the Montessori method.

EDUCATIONAL OBJECTIVES

The educational objectives of the course components are to ensure that our graduates have:

1. General knowledge of Human Development and Educational Theory.
2. General knowledge of Montessori philosophy, principles and psychology.
3. Knowledge of Montessori curriculum and materials, their purpose and aims.
4. The ability to perform as a competent Montessori Teacher.
5. The ability to evaluate performance outcomes in relation to:
 - Self
 - Children
 - Prepared Environment
6. The ability to communicate affectively to administration, parents and community.

As an affiliate of an International Association, M.T.T.I. accepts students for training from countries around the world. The Teacher Training Diploma issued by M.T.T.I. is accepted and recognized internationally.

ADMINISTRATION AND FACULTY

- 1) Lillian Garrison – Program Director
- 2) Ann Balasuriya – Founder of M.T.T.I. / Coordinator of Training Early Childhood / Instructor
- 3) Deepa Somasundaram – Administrator Laguna Beach Site / Instructor
- 4) Janaki Sarathchandra – Administrator Oceanside Site / Instructor
- 5) Mumtaz Saleh –Administrator Huntington Beach Site / Instructor

Lillian Garrison - Program Director of M.T.T.I. is a graduate of USC, holds an I.A.P.M. Preprimary Diploma and has been teaching since 1993.

Ann Balasuriya-Founder of M.T.T.I., Coordinator of Training - Early Childhood Course / Instructor. She holds A.M.I. and I.A.P.M. diplomas and has 30 years experience teaching, administrating, establishing schools and teacher training centers, working with students, teachers, parents and community agencies. Ann was very active in the formation of M.A.C.T.E., The Montessori Accreditation Council for Teacher Education and served on the board of directors and the commission on accreditation for eight years. Currently Ann is the Executive Director of I.A.P.M. (International Association of Progressive Montessori) and works as an independent accreditation consultant.

Deepa Somasundaram- Administrator of M.T.T.I. Laguna Beach / Instructor is a Certified Teacher Trainer by I.A.P.M. She holds a Montessori Preprimary Diploma from A.M.I. She also trained with N.C.M.E. in Montessori Elementary Education and is a certified Elementary teacher by I.A.P.M. Deepa has been teaching since 1983 and is a Montessori Curriculum Coordinator and consultant. She currently directs the Montessori School of Laguna Beach and teaches a preprimary class.

Janaki Sarathchandra- Administrator of M.T.T.I. Oceanside / Instructor is certified by I.A.P.M. as a Teacher Trainer. She holds an A.M.I. preprimary diploma since 1989 and trained with N.C.M.E. in Elementary Education. She now owns three Montessori schools and directs one for infants through elementary ages.

Mumtaz Saleh- Administrator of M.T.T.I. Huntington Beach / Instructor is credentialed and well qualified since 1986. Mumtaz holds an AMI Diploma and trained with IAPM from 1993 – 1996 as a teacher trainer. She established the Discovery Montessori School in Orange County, California and has nine years experience as a Montessori teacher educator, supervising teacher trainees, and instructing.

ORGANIZATIONAL CHART

PROGRAM DIRECTOR

Lillian Garrison

SITE ADMINISTRATOR
LAGUNA BEACH

Deepa Somasundaram

SITE ADMINISTRATOR
HUNTINGTON BEACH

Mumtaz Saleh

SITE ADMINISTRATOR
OCEANSIDE

Janaki Sarathchandra

COORDINATOR OF
TRAINING
E.C. COURSE

Ann Balasuriya

INSTITUTE TRAINING SITES

Montessori School of Laguna Beach, Montessori School of Oceanside, Montessori Child Development Center

INSTRUCTORS

Ann Balasuriya
Janaki Sarathchandra
Deepa Somasundaram
Mumtaz Saleh

INSTITUTE
TRAINING SITES

Montessori School of Laguna Beach
Montessori School of Oceanside
Montessori Child Development Center
(Huntington Beach)

FACULTY SUPPORT STAFF

Julie Labus
Patricia Boissy

SCHOOLS
PRACTICUM SITES

Montessori School of Laguna Beach
Montessori Child Development Center
Hillside Montessori School
Montessori School of Oceanside (1)
Montessori School of Oceanside (2)
Children's School House
Montessori School of Encinitas

FIELD CONSULTANTS

Ann Balasuriya
Janaki Sarathchandra
Deepa Somasundaram
Mumtaz Saleh

SUPERVISING TEACHERS

Mumtaz Saleh
Deepa Somasundaram
Janaki Sarathchandra
Julie Labus
Crystal Porter
Patricia Boissy
Ramona Klymko
Lou Ann Rodriguez
Cynthia Wojciechowski

APPROVAL DISCLOSURE STATEMENT

The Montessori Teacher Training Institute, 340 St. Ann's Drive, Laguna Beach, CA, 92651, has received approval for its Montessori Teacher Education Courses under the provisions of Section 94915(f), California Educational Code from the Bureau for Private Postsecondary and Vocational Education effective July 30, 2001 approval #18148.

Institute approval means that the Bureau has determined the school and its operation comply with standards established under the law for private postsecondary educational institutions.

M.T.T.I. received full accreditation with the Montessori Accreditation Council for Teacher Education (M.A.C.T.E.) in March of 2005.

The M.T.T.I. is affiliated to the International Association of Progressive Montessori (I.A.P.M.).

M.T.T.I. offers a diploma course in **Early Childhood Education - 2 ½ - 6 years.**

Instruction is in residence with class size limited to 25 students per class. A diploma is awarded for satisfactory completion of the total course. Methods of paying tuition are flexible. This school does not have available sponsored programs, government or otherwise, to provide grants or to pay for portions of tuition fees.

Prospective enrollees are required to visit the physical facilities of the school, and to discuss educational and occupational plans with institute personnel prior to enrolling or signing enrollment agreements.

Persons seeking to resolve problems or complaints should first contact the instructor in charge. Requests for further action may be made to the Program Director. Unresolved complaints may be directed to the I.A.P.M. Problem Solving Committee, I.A.P.M., 500 Vista Del Robles, Arroyo Grande, CA 93420, (805) 473-0964, if not resolved, direct your complaint to the Office of Private Postsecondary Education, 400 R Street, Sacramento, CA 95814-6200, (916) 445-3427. In the event that the problem is not resolved by either of these two bodies, it may be directed to the M.A.C.T.E. Problem Solving Committee, MACTE Commission National Office, 506 Seventh Street, Racine, WI, 53403 (262) 898-1846.

All information in the content of this school catalog is current and correct and is so certified as true by Lillian Garrison, Director.

NON-DISCRIMINATORY POLICY

The course is nonsectarian and admits all students and staff regardless of race, color, sex, or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students in a school. We do not discriminate on the basis of race, color, sex, nationality, age, or ethnic origin in the administration of our educational policies, admissions policies, or scholarship and loan programs.

LOCATIONS AND HOURS

M.T.T.I. has 3 training locations available for classes for the Early Childhood course 2 ½ -6 years.

The Montessori School of Laguna Beach, 340 St. Ann's Drive, Laguna Beach, CA 92651, is a 2000 square foot facility.

- There are three preschool classrooms available for observation; two classrooms for instruction with a 25-student capacity per class, and one material-making area. The office and restrooms are conveniently located. There is adequate parking available at the site.

The Montessori Child Development Center of Huntington Beach, 16692 Landau Lane, Huntington Beach, CA 92647, is a 4000 square foot facility.

- There are three preschool classrooms available for observation and instruction with a 25-student capacity per class. Students have access to a media center for material making. Office and restrooms are on site and are convenient. There is ample parking available.

The Montessori School of Oceanside, 3525 Cannon Road, Oceanside, CA 92056, is a 4000 square foot facility.

- There are three preschool classrooms available for observation, two classrooms for instruction, with a 25-student capacity per class. Office, staff room and restrooms are on site and are conveniently located. There is ample parking available.

The Montessori Teacher Training Institute is able to accommodate 50 students at any given time at all of the training locations.

This institution, the facilities it occupies, and the equipment it utilizes fully comply with any and all federal, state, and local ordinances and regulations including those requirements pertaining to fire, building, and health safety.

SCHOOL CALENDAR

The Institute observes the same holidays as the nearby colleges and universities. Other scheduling information will be posted on the bulletin board in the office of the Director of Training as necessary.

Office hours are 9:00 a.m. to 3:00 p.m., Monday through Friday. The office is closed on weekends and holidays.

Academic Year Course – Classes are scheduled with specific dates and hours. At one of the three locations listed, a course calendar will be available for students prior to enrollment. Occasional seminars may be scheduled during a course.

The Academic Year Course starts in September and ends in June. Classes are held two evenings a week and two Saturdays a month. The Practicum Phase may be completed simultaneously.

Summer Course – The Summer Course requires two summers to complete the academic phase. The Practicum Phase can be completed between September and June of the same period.

A school calendar with specific dates for each component of the course will be provided to students when they enroll.

ATTENDANCE AND ABSENCES

Academic Phase- The general requirement for the number of hours in the academic phase is **300 hours**.

The teacher training program is intense and therefore, students are required to attend all scheduled classes. Punctuality is important. Any student arriving 15 minutes late will be considered tardy. Habitual tardiness (three (3) unexcused tardies per component course) will be grounds for dismissal. Attendance is recorded at every session.

Absences for reasons other than illness or bereavement will not be excused. The daily demonstration of the Montessori equipment is unique and requires the presence of the student teacher to assimilate the information.

In the event of an excused absence (a total of 12 (twelve) clock hours is the maximum allowed), a student will be expected to secure all class notes from the other students, and will be held responsible for assigned papers when due, regardless of absences. In addition, the student must make arrangements with the instructor to see the presentations during practice sessions if presentations have been missed.

Practicum Phase- No part of the student teaching practicum may precede the student's entry into academic coursework, student teaching must be preceded by sufficient and appropriate coursework to prepare the student for a successful experience. A student may identify a practicum site then must seek M.T.T.I. approval of the practicum site and the supervising teacher. In addition, the student must have approval from the training site administrator and a letter stating that the student is sufficiently prepared to benefit from practice teaching experience and is ready to enter the practicum phase. The requirement for the practicum phase is **540 hours**. Practice teaching is a mandatory component of the course. Students are required to practice teach under supervision, for one academic year (nine months). Attendance shall be recorded on a daily basis by the student on the practicum log sheet provided to the student at orientation.

Entry into the practicum phase is not guaranteed. It is based on readiness and a recommendation by the training site administrator.

Practice / Lab

Ten hours practice with the materials for each component (Exercises of Practical Life, Sensorial, Math, Language) is required and must be recorded. In addition, twenty hours of observation time must be recorded and 15 Observation Reports completed.

REQUIREMENTS FOR ADMISSION

Applicants for the Montessori Teacher Training Early Childhood 2 ½- 6 Diploma Course are required to have graduated High School and have a good general education. A B.A. degree is desired, but not required. Passing the entrance exam, two professional letters of recommendation concerning the applicant's character and ability to complete the course and one character reference are required. Health clearance and criminal record clearance must also be on file.

In addition to all of the above, students from abroad must have a good standard of both written and spoken English. Foreign students are required to obtain a student visa from the immigration department of the U.S.A.

Applications for enrollment are accepted at any time prior to the first day of class. Late enrollments may be accepted at the discretion of the Administrator. The following documents must be on file:

1. Completed Application form
2. Application fee
3. Signed receipt of Course Catalog
4. Two pictures of applicant (passport size)
5. All school transcripts
6. Two professional letters of recommendation
7. One character reference
8. Health forms and T.B. test results
9. Criminal record clearance / finger prints
10. Signed Enrollment Agreement
11. Pass result on the entrance exam.

A personal interview and a passing mark on the entrance exam are required prior to acceptance into the course. Any student who does not provide all of the required forms may be accepted on a provisional basis awaiting full documentation. If there are any questions, it is strongly recommended that verification of status be discussed with the Administrator. Either a letter of full acceptance or a letter of provisional acceptance with deficiencies listed is issued to student candidates.

FEES AND REFUND POLICY

Early Childhood Course 2 ½ - 6 years:

Registration Fee (non-refundable and due upon application)	\$ 275.00
Student Tuition Recovery Fund (non-refundable)	\$ 10.00
Tuition / Course Fee (<u>includes books and other printed materials</u>)	<u>\$4000.00</u>
Total	<u>\$4285.00</u>

Materials used to make language, biology and cultural teaching materials must be budgeted for as extras. The *written notes* to go into your albums will be provided at no extra cost.

Cancellation of Enrollment

You may cancel a contract for school, without any penalty or obligation within five business days.

If you cancel, any payment you have made and any negotiable instrument signed by you shall be returned to you within 30 days following the school's receipt of your cancellation notice.

But, if the school gave you any equipment, you must return the equipment within 30 days of the date you signed a cancellation notice. If you do not return the equipment within this 30 day period, the school may keep an amount out of what you paid that equals the cost of the equipment. The school is required to refund any amount over that as provided above, and you may keep the equipment.

To cancel the contract for school, mail or deliver a signed and dated copy of this cancellation notice, or any other written notice, or send a telegram to MONTESSORI TEACHER TRAINING INSTITUTE at 340 St. Ann's Drive, Laguna Beach, CA 92651. A student may terminate enrollment by mailing such notice by CERTIFIED MAIL. The effective date of cancellation is the date postmarked.

Instructional Materials

Once purchased, books and other printed materials are the property of the student.

Five-Day Full Tuition Refund Period

A student may cancel enrollment within five business days following the day of the first class and receive a refund of all tuition course fee paid.

Cancellation After Five-Day Period

You have a right to a pro-rata refund for the unused portion of the course fee (less the registration fee amount of \$75.00 and the Student Tuition Recovery Fund fee of \$10.00) if cancellation occurs after the five-day refund period. For example, refunds of tuition fees are based upon the following formula:

<u>Percent of Attendance Time</u>	<u>Amount of Refund</u>
10%	90% of \$4000.00 = \$3600.00
25%	75% of \$4000.00 = \$3000.00
50%	50% of \$4000.00 = \$2000.00
60%	40% of \$4000.00 = \$1600.00
75%	25% of \$4000.00 = \$1000.00

REFUND POLICY STATEMENT

This school has and maintains a policy for the refund of the unused portion of tuition/course fees in the event that the student fails to enter the course or withdraws at any time prior to the completion of the course. This policy provides that the amount charged to the students for tuition for a portion of the course does not exceed the approximate pro rata portion of the total charges for tuition that the length of the completed portion of the course is in ratio to the total length. All refunds will be given within 30 days of the date of the Cancellation Notice.

STATE OF CALIFORNIA STUDENT TUITION RECOVERY FUND

The Student Tuition Recovery Fund (STRF) was established by the Legislature to protect any California resident who attends a private postsecondary institution from losing money if you prepaid tuition and suffered a financial loss as a result of the school closing, failing to live up to its enrollment agreement, or refusing to pay a court judgment.

To be eligible for STRF, you must be a “California resident” and reside in California at the time the enrollment agreement is signed or when you receive lessons at a California mailing address from an approved institution offering correspondence instruction. Students who are temporarily residing in California for the sole purpose of pursuing an education, specifically those who hold student visas, are not considered a “California resident.” If you are the recipient of third-party payor for tuition and course costs, such as workforce investment vouchers or rehabilitation funding, you are not eligible for protection under and recovery from the Student Tuition Recovery Fund.

You will be responsible for paying the state assessment fee for the STRF in the amount of \$2.50 per one thousand dollars of tuition paid (\$10.00) at the time of enrollment.

To qualify for STRF reimbursement you must file a STRF application within one year of receiving notice from the Bureau that the school is closed. If you do not receive notice from the Bureau, you have four years from the date of closure to file a STRF application. If a judgment is obtained you must file a STRF application within two years of the final judgment.

It is important that you keep copies of the enrollment agreement, financial aid papers, receipts or any other information that documents the monies paid to the school. Questions regarding the STRF may be directed to:

Bureau for Private Postsecondary and Vocational Education

Physical address: 400 “R” Street, Suite 5000 · Sacramento, CA 95814-6200

Mailing Address: PO Box 980818 · West Sacramento, CA 95798-0818

Phone: (916) 445-3427 · Fax: (916) 322-2615

CERTIFICATION

Diploma- A Montessori Teacher's Diploma at the Early Childhood 2 ½ - 6 level shall be awarded by the International Association of Progressive Montessori to students who successfully complete both phases and other course requirements of the Montessori Teacher Training Institute.

Certification- For students who attend and complete the academic phase only, a certificate of attendance shall be awarded by the **Montessori Teacher Training Institute**. This gives students two academic years following the completion date to fulfill the practicum phase and other requirements and gain an I.A.P.M. Diploma.

PLACEMENT ASSISTANCE

Request from Montessori schools for Montessori teachers are kept on file at the Institute and are fully accessible to the student and graduates. No guarantee for placement is being made, however. Interview techniques will be discussed as part of the course. Letters of recommendation may be requested.

RECOMMENDED READINGS AND TEXTS

There are three books written by Dr. Maria Montessori, and one book written by E.M. Standing, that are used throughout the course. It is recommended that, if possible, the student read these books prior to the beginning of the summer course. The cost of these books is included in your tuition.

E.C. 2 ½ - 6 Level

Required Texts

Maria Montessori, Her Life and Work, by E.M. Standing
The Absorbent Mind, by Dr. Maria Montessori
Discovery of the Child, Dr. Maria Montessori
The Secret of Childhood, Dr. Maria Montessori

The course provides to the student all the required notes to prepare the Curriculum Manuals in the following areas: Sensorial, Mathematics, Language Skills, Exercises of Practical Life and Cultural subjects.

There are many other books written by Dr. Maria Montessori and other authors that provide excellent reading and resource materials. The following are publications that are recommended reading:

Recommended Texts

Dr. Montessori's Own Handbook, Dr. Montessori
The Montessori Approach, Paula Polk Lillard
Children The Challenge, Rudolph Dreikurs
The Hurried Child, David Elkind
Parent Effectiveness Training, Thomas Gordon
A Teachers Bag of Tricks, Greg Nelson
Positive Discipline Jane Nelson
Six Point Plan For Raising Happy Children John Rosemond

The above recommended texts may be purchased directly from the Institute or from your local bookstore.

COURSE OF STUDY

The course of study includes two phases: An Academic Phase and a Practicum Phase. The general requirement for the number of hours in the **academic phase is 300 hours**. The requirement for the **practicum phase is 540 hours**.

ACADEMIC PHASE COURSE DESCRIPTION

COURSE COMPONENTS: **EARLY CHILDHOOD 2 ½ - 6 Level**

The general requirement for the number of hours in the academic phase is 300 hours. I.A.P.M. courses have the freedom to set the number of hours designated to each subject area providing the minimum requirements outlined below are covered. We include an additional 16 hour seminar on The Cultural Curriculum and Human Values with each course.

Class #1 Title: STAGES OF GROWTH AND DEVELOPMENT

“Gestation Infancy, Early Childhood and Childhood” - Instructor Ann Balasuriya

Class Number: MTE 303X Total Hours: 50 Total Units: 5

CLASS DESCRIPTION:

The physical, cognitive and psychological stages of child development from birth to 6 years of age will be reviewed in the context of current theory and research. Dr. Montessori’s early childhood ideology relating to stages of growth and development will be reviewed.

CLASS CONTENT:

Tendencies of Man – Dr. Montessori’s Life and Work- Other Educators Past and Current
Stages of Childhood Growth & Development
Planes of Education- The Response To Child’s Developmental Need
Physical Embryonic Period – Psychic Embryonic Period
Brain Development Research
The Regions of The Mind
Stages of Consciousness
Relationship of The Child’s Developmental Activities To The Development Of Consciousness
The Facilities of Intelligence
Development of Will / Normalization
The 3 Levels of Obedience

CLASS SEQUENCE: A detailed presentation of the ontogeny of the child will be presented from conception through early childhood and childhood to age six. The morphological and functional aspects of both the physiological and psychological ontogenesis of the child will be reviewed. The effects of nutrition and stimulation upon the rate of physical development, brain and central nervous system growth and cognitive development will be presented. The characteristics of physical and psychological growth and motor and effects of personal and social interaction upon differential cognitive abilities and the characteristics of cognitive learning in infancy and early childhood and childhood will be studied.

OBJECTIVES:

- #1. General knowledge of Human Development and educational theory.
- #2. General knowledge of Montessori philosophy, principles and psychology.

COMPETENCIES ACHIEVED:

1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9

INSTRUCTIONAL MEDIA:

Lectures	X
Discussions	X
Classroom observation	X

EVALUATION:

Quizzes	X
Written Exam	X
Term Papers	X

Class #2 Title: MOTOR DEVELOPMENT AND CONTROL OF MOVEMENT THROUGH THE EXERCISES OF PRACTICAL LIFE – Instructor Janaki Sarathchandra

Class Number: MTE 306X

Total Hours: 50

Total Units: 5

CLASS DESCRIPTION:

Students will learn to give presentations with manipulative practical life materials that are geared specifically for children between the ages of 2 ½ - 6 years, which are designated to enhance the child's efforts to achieve control over himself and his environment. These materials provide **purposeful** activities, which assist the child in the development of motor skills and the refined control of movement. The materials are self-correcting and meet the needs of each period of growth and development. They include exercises and materials for Care of the Person, Care of the Environment, Social Relationships or for Grace and Courtesy, and Perfect Control and Refinement of Movement.

Students will learn to present children with **motives of activity** in which **action** and **interest** combine to provide the means for children to develop motor skills, gain independence, enhance their self-confidence, develop concentration and achieve the cognitive growth that is the very foundation stone of intelligence. Work with these materials will also promote the development of the fine motor skills required for the successful mastery of writing. Students **will observe an on-site laboratory classroom where children are working with the materials.**

A theoretical framework for understanding the importance of movement in education will be presented. How a child develops through movement and how active, interested participation in purposeful, complete cycles of activity provides the most effective means for achieving physiological, psychological and intellectual growth will be discussed. Teaching strategies for the presentation of all the manipulative materials will be modeled. Students have hands-on experience with the life materials and **will receive lesson plans for every presentation.**

CLASS SEQUENCE:

The scientific foundation for the effective development of motor skills and the refined control of movement through activities which lead to natural, spontaneous, synthetic, purposeful, child initiated, intelligence directed movement will be discussed. How these activities lead to the development of exactitude and precision and how purposeful movement leads to the emergence of concentration will be explained.

OBJECTIVES:

#3. General knowledge of Montessori E.P.L. curriculum and materials, their purpose and aims.

#4. The ability to perform as a competent Montessori teacher.

COMPETENCIES ACHIEVED:

3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8

INSTRUCTIONAL MEDIA:

Lectures and discussions	X
Modeling of teaching strategies	X
Presentation of manipulatives	X
Classroom observation	X

EVALUATION:

Introduction	X
Album / Manual	X
Quiz	X
Practical Exam	X
Written Exam	X
Practice with manipulatives	X

Class #3 Title: ESTABLISH SENSORIAL FOUNDATION FOR READING, MATH AND COGNITIVE DEVELOPMENT WITH MANIPULATIVES – Instructor Deepa Somasundaram

Class Number: MTE 302X

Total Hours: 50

Total Units: 5

CLASS DESCRIPTION:

Students will learn to give presentations with manipulative Sensorial materials that are geared specifically for children ages 2 ½ - 6 years. These materials address each child's need to refine skills related to each of the five senses. The materials are self-correcting and are structured so as to meet the need of each period of growth and development.

Work with these materials promotes the sensorial development required for the successful mastery of writing, reading and mathematics skills. The materials also provide an opportunity to present classified nomenclature which enriches the child's vocabulary with terms and concepts related to the content areas of language arts, math,

geometry, geography and biology. Students will **observe an on-site laboratory classroom where children are working with the materials.**

A theoretical framework for understanding the physiological and psychological stages of development of the child will be discussed. The sensitive periods of development, **the most powerful time for learning**, will be explained and the use of materials that enhance development during those critical periods of growth will be demonstrated. Teaching strategies for the presentation of all the manipulative material will be modeled. Students will have hands-on experience with all the materials and **will receive lesson plans for every presentation.**

CLASS SEQUENCE:

The scientific foundations for effective teaching, which deal with the relationships between child development and the learning process, will be discussed. The ways in which these concepts can serve as the integrating principle for the effective teaching of children from 2 ½ - 6 years of age will be explained. Students will be taught to prepare the learning environment and to present materials which have been designed to help children refine their five senses and to develop their sensorial and perceptual skills.

OBJECTIVES

- #3. General knowledge of Montessori Sensorial curriculum and materials, their purposes and aims.
- #4. The ability to perform as a competent Montessori teacher.

COMPETENCIES ACHIEVED:

3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8

INSTRUCTIONAL MEDIA:		EVALUATION:	
Lectures and discussions	X	Introduction	X
Modeling of teaching strategies	X	Album / Manual	X
Practice with manipulatives	X	Quiz	X
Classroom observation	X	Practical Exam	X
		Written Exam	X

Class #4 Title: THE ACQUISITION OF LANGUAGE AND LITERACY SKILLS THROUGH A STRUCTURED SEQUENCE OF ACTIVITIES

“Teach Literacy Skills In Any Languages With Manipulatives” - Instructor Janaki Sarathchandra

Class Number: MTE 301X **Total Hours:** 50 **Total Units:** 5

CLASS DESCRIPTION:

Students will learn to give presentations with manipulative English language materials that are geared specifically for children between the ages of 2 ½ - 6 years. Materials will be demonstrated to show that this approach to the teaching of language and literacy skills can be used with any language. This content-based language arts program **is integrated with the content area** of Geography, Biology, Social Studies, Geometry and Mathematics. This structured sequence of activities makes it possible for children to achieve maximum development of language and literacy skills at the same time that they are building vocabulary, developing classified nomenclature and learning concepts related to the content areas of the course. Students will have opportunities to **observe an on-site laboratory classroom where children are working with the materials.**

A theoretical framework for the acquisition of language and literacy skills in the primary language will be discussed. The successful teaching of language and literacy skills with a content-based language arts program will be demonstrated. Teaching strategies for the presentation of all the manipulative materials will be modeled. Students will have hands-on experience with all the materials **and will receive lesson plans for every presentation.**

CLASS SEQUENCE:

The scientific foundations for the effective teaching of first and second language and literacy skills will be discussed. Students will learn to teach the following concepts and skills with manipulative material: classified vocabulary building, the effective use of key words for initial/final/intermediate letter sound recognition, multi-sensory sound/symbol identification, whole word/sight word recognition, phonetic analysis as writing, the development of eye/hand coordination for writing, cursive and manuscript writing, phonetic synthesis as reading,

cursive and print reading, alphabetic order, correct spelling, orthographic difficulties, gender, number, definite and indefinite articles, the tenses and the parts of speech.

OBJECTIVES

- #3. General knowledge of Montessori Language curriculum and materials, their purposes and aims.
- #4. The ability to perform as a competent Montessori teacher.

COMPETENCIES ACHIEVED:

3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8

INSTRUCTIONAL MEDIA:		EVALUATION:	
Lectures and discussions	X	Introduction	X
Modeling of teaching strategies	X	Album / Manual	X
Presentation of manipulatives	X	Quiz	X
Classroom observation	X	Practical Exam	X
		Written Exam	X

Class #5 Title: THE EARLY PREPARATION OF THE MATHEMATIC MIND “Make Sense Out Of Math With Manipulatives” – Instructor Deepa Somasundaram

Class Number: MTE 304X **Total Hours:** 50 **Total Units:** 5

CLASS DESCRIPTION:

This course is designed to teach math concepts using concrete materials, structured and introduced to establish one mathematical concept at a time.

Students will learn to teach math more effectively by using manipulatives because concrete materials provide a way for students to connect their understanding and experience with real objects to mathematical concepts. They will learn to give presentations with math materials that are geared specifically for children between the ages of 2 ½ -6 years. They will have opportunities **to observe an on-site laboratory classroom where children are working with the materials.**

A theoretical framework for the early preparation of the mathematical mind and the successful teaching of mathematical concepts and operations to children ages 2 ½ - 6 years will be explained. Teaching strategies for the presentation of all the manipulative math materials will be modeled. Students **will have hands-on experience with all material and will receive lesson plans for every presentation.**

CLASS SEQUENCE:

The scientific foundations for the effective teaching of mathematical concepts will be discussed. Students will learn to teach the following concepts with manipulative materials:

The quantity, the name, the symbol, the writing, the sequence of names, the successive and infinite addition of one, the place of each number in the sequence even when it is taken at random, cardinal and ordinal numbers, set theory, the empty set (zero), odds and evens, the decimal system, place value, the four basic operations, regrouping/carrying, skip counting, the square of the number, the tens and teens, operation facts and tables, the commutative and associative properties of numbers, the identity properties of zero and one, operations with polynomials, fractions, decimal values, measurement, problem solving, algebraic expression, and operations with positive and negative numbers.

OBJECTIVES

- #3. General knowledge of Montessori Sensorial curriculum and materials, their purposes and aims.
- #4. The ability to perform as a competent Montessori teacher.

COMPETENCIES ACHIEVED:

3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8

INSTRUCTIONAL MEDIA:		EVALUATION:	
Lectures and discussions	X	Introduction	X
Modeling of teaching strategies	X	Album / Manual	X
Presentation of manipulatives	X	Quiz	X

PRACTICUM PHASE

STUDENT TEACHING EXPERIENCE

Student Teaching / Practicum (minimum 540 hours)

Practice teaching is a mandatory component of the course. Students are required to practice teach, under supervision, for one academic year (nine months, 540 hours). A daily log of hours is required and must be provided signed by the supervising teacher before graduation.

Practice teaching provides the student with a supervised teaching/learning experience, a period of observation, internalization and further study. It gives the student opportunity to practice with the materials, document observations, and have a hands-on experience under the direction of a head teacher.

There are no units applied to the Practicum Phase.

Practicum Site Requirements

1. Site must be an I.A.P.M. affiliate unless an exception is granted.
2. Site must be M.T.T.I. approved.
3. Class shall contain children in the full age span of 2 ½ - 6 years.
4. The school shall be equipped with the full complement of age appropriate Montessori materials.
5. The school shall have a written non-discrimination policy for students and staff.
6. The school shall meet all local and state occupancy codes and regulations.
7. The school shall have an open observation policy.
8. The training site will provide log sheets – students will sign in and out daily. The supervising teacher will verify hours.

Practicum Visits

The student is visited at the practicum site by an M.T.T.I. consultant three times during the year. These visits to be a minimum of three hours. These meetings shall include but are not limited to the following:

1. Discuss the psychological needs of the children the student is teaching.
2. Review the record keeping procedure the student is utilizing.
3. Aid in the implementation of the Montessori materials.
4. Discuss the student's relationship with the children.
5. Encourage and discuss the student's relationship with other adults in the teaching experience.
6. Discuss classroom management techniques.
7. Observe and discuss the student's relationship to the environment.

A record of these consultations is made by the student and the consultant. The consultant's evaluation record is available for the student's review. (See Appendix A, B, and C.)

Practicum Director

The Director shall sign and return a practicum site agreement form.

Practicum Supervising Teacher

The supervising teacher shall agree to take responsibility for the role.

Shall have certification and two years experience in the appropriate age level.

Practicum Field Consultant

Shall agree to all M.T.T.I. requirements and file visitation reports in a timely fashion.

Student

Shall sign a waiver of confidentiality.

Shall be responsible to log attendance on a daily basis.

Shall tally hours and turn in to the administrator when 540 hours have been completed, verified by the supervising teacher(s).

OTHER COURSE REQUIREMENTS
MONTESSORI MANUALS AND STUDENT MADE MATERIALS
Early Childhood 2 ½ - 6:

1. **Students are required to:** prepare a minimum of four apparatus manuals (curriculum albums), with one book due at the end of each curriculum area. Each manual shall be typed and shall include illustrations, classroom notes, and an introduction pertaining to that subject area (the course provides a complete set of notes for these manuals. They may be used “as is” or they may be retyped).
2. Prepare a set of language materials to take with them for their personal use during internship.
3. Prepare a set of culture folders for each of the continents.
4. Prepare samples of the required biology card materials.
5. Prepare and write an original lesson – E.P.L.
6. Prepare a set of fabrics for fabric boxes 1, 2 and 3.
7. Prepare a set of stereonostic bags according to directives.
8. Sew a set of napkins for folding based on specifications.
9. Prepare an outline of a parent education program in which the main characteristics and basic Montessori Method of education are expressed.
10. Submit five essays/papers on specific subjects, scheduled as we go through the course.
11. Complete a written quiz at the end of each curriculum area.
12. Submit a record of 20 hours of observation time and 15 completed observation reports as per directions.

COMPETENCIES FOR THE MONTESSORI EARLY CHILDHOOD TEACHER CANDIDATE

The Montessori Preprimary Teacher shall be able to demonstrate competence in the following areas:

General Knowledge of Human Development and Education

1. Describe the significance of other educational theorists who influenced Dr. Montessori's work.
2. Describe how to interpret child development and Montessori education concepts to other staff, parents, and the community.
3. Describe how the environment provides for continuity of learning experiences for children in the age level of certification.
4. Discuss ways in which individual children's learning needs are ascertained by observation, testing, through reference to developmental scales, etc.
5. Describe ways to meet individual needs and interests of children in ways that are appropriate to their identified developmental levels, sociocultural backgrounds, and levels of experience.
6. Describe various learning styles and the ways in which the teacher may respond to them effectively.
7. Describe how to provide for the safety, health, and welfare of the children in a Montessori school.

Knowledge of Montessori Philosophy and Principles

1. Give a brief biographical account of Maria Montessori's life and work, describing the historic and current development of Montessori principles and practice.
2. Analyze and discuss Montessori's views regarding respect for the individual child and the nature of childhood.
3. Analyze and discuss the theoretical framework for Montessori's concept of education including but not limited to: the absorbent mind, sensitive periods, stages of development, the Montessori prepared environment, the use of self-correcting manipulative materials, the importance of movement in education, reality-fantasy-imagination, freedom and discipline, the three period lesson, the work cycle, indirect preparation, mixed-age groupings, the work of the child compared to work of the adult.
4. Describe and analyze the process of normalization, including how to deal with the disruptive child and how the emergence of concentration leads to normalization.
5. Describe and analyze the process whereby children acquire freedom of choice, accept responsibility for learning, achieve independence, and develop problem-solving and decision-making skills.
6. Describe group activities and games, including those from the four areas of learning, which are appropriate for the age level of certification.
7. Describe ways in which the Montessori approach to learning enhances the child's self-confidence and builds self-esteem.

8. Describe and analyze the ideal characteristics of the Montessori teacher.
9. Compare Montessori education and other contemporary educational systems.

Knowledge of Montessori Curriculum and Materials

1. Describe and analyze the essential characteristics of Montessori materials.
2. Describe and analyze the general purposes of the practical life, sensorial, language and math materials.
3. Describe and analyze the sequence and continuum of activities in each of the four areas of learning.
4. Describe and analyze the concepts and skills achieved by the child in each of the four areas of learning.
5. Describe how art, music, movement, geography, history, and science are integrated into and evolve out of the four areas of learning.
6. Design and evaluate curriculum materials and resources appropriate to children with varying abilities and cultural backgrounds.
7. Prepare a teacher's manual for each of the four areas of learning.
8. Develop original materials to meet the needs and interests of children.

Performance

1. Demonstrate the ability to establish the prepared environment, including the sequence and continuum of the four areas of learning.
2. Skillfully present each material in the four areas of learning.
3. Skillfully present art, music, movement, geography, history, science, and multi-cultural activities.
4. Skillfully present group activities and games.
5. Describe the procedures necessary to observe, follow and record the individual child's psychomotor, emotional, social, and cognitive development.
6. Describe a variety of appropriate record-keeping methods.
7. Describe different teaching strategies with which to serve varied learning styles, e.g. structuring the environment; demonstrating the use of manipulative materials; modeling behavior; using non-verbal and verbal strategies such as reflection, inquiry, explanation, dramatization, story telling, etc.
8. Describe classroom organization and management procedures appropriate to the age and developmental level of the children.

Evaluation

1. Describe specific performance objectives to be evaluated.
2. Describe the ways in which the data is recorded and the results are interpreted in light of the stated performance objectives.
3. Describe how to objectively evaluate the progress of each individual child--including the child's psychomotor, emotional, social, and cognitive development--in ways that provide for the evaluation to be consistent with stated objectives.
4. Prepare evaluation/progress reports.

Parent and Community Education

1. Demonstrate the awareness of how to develop a parent education program.
2. Demonstrate the awareness of how to develop a community information program.
3. Demonstrate the awareness of how to identify community resources for referral, enrichment, program development and implementation.

DIPLOMA

A Montessori Teacher's Diploma will be awarded (for the ages 2 ½ – 6 years) by the **International Association of Progressive Montessori** to students who successfully complete both phases and other course requirements of the Montessori Teacher Training Course. This includes the following:

1. Student must meet all admission requirements.
2. Student must meet the attendance requirement.
3. Student must meet all financial obligations.
4. The student must submit five assigned term papers covering topics unique to the Montessori theory, philosophy and methodology. A written quiz must be completed at the end of each curriculum area.
5. **Curriculum Manuals-** Development and maintenance of the curriculum manuals is required by the student. At the completion of each curriculum area, the student submits the manual for evaluation. The faculty evaluate the manuals, using the Manual Evaluation Form (Appendix E).
6. **Original Lesson-** The student writes and presents an original lesson, which becomes a permanent part of the student's file. Possible topics are discussed during class session. The original lesson is due by the assigned date. It is presented to the other students and evaluated by the Instructor.
7. **Practice Sessions-** During the practice sessions, the student presents materials in each curriculum area: Motor Development Through the Exercises of Practical Life; Sensorial; Language; and Math. A faculty member shall evaluate the presentations using the Curriculum Evaluation Form (Appendix D).
8. **Observation Reports-** The student is responsible to schedule the required observations. The student shall submit 15 observation reports due before the end of the internship year (Appendix H).
9. **Final Exams:**
 - Written Exam-** Five written papers are required, one in each of the curriculum areas. The first and second written papers are in Practical Life and Sensorial (Appendix G). The third and fourth written papers are in Language and Math (Appendix H). The fifth paper is on Philosophy/Theory (Appendix G).
 - Oral and Practical Exam-** The student prepares a 15 minute presentation from each of the four major curriculum areas. This presentation must be "classical" as presented by the instructor. This will be followed by an oral examination (Appendix F).
10. **Student Made Materials-** The student is required to make the following and submit for approval:
 - a. Set of Language card material.
 - b. Samples of Cultural material.
 - c. Cultural folders- Continents.
 - d. Fabric boxes.
 - e. Stereognostic bags.
 - f. Napkins for folding.
11. **Practicum-** The student must fulfill the practicum requirements and submit 540 hour log.

For students who attend and complete the academic phase only, a certificate of attendance shall be awarded by the Montessori Teacher Training Institute. This gives students two academic years following the completion date to fulfill the practicum phase and other requirements and gain an I.A.P.M. Diploma.

EXAMINATIONS

Quizzes and Term Papers- Students shall be given written quizzes at the end of each curriculum area. These quizzes shall include questions regarding the Montessori lessons and materials, as well as questions about Montessori theory and philosophy. Students are required to submit five assigned term papers on specific subjects during the course and may not sit for the final oral and written exams until all assigned term papers have been submitted. The quizzes and term papers will carry marks, which contribute to **50%** of the total grade.

A **written exam** and an **oral practical exam** (working with the Montessori didactic materials) will be given at the end of the course. This final exam will be based on the student's knowledge of Montessori materials, Montessori theory and philosophy. Students failing any part of these required exams shall be allowed one re-test which shall be given within one month following the original exam. The final examination marks contribute to **50%** of the total grade.

Manuals and other student made materials are graded as an accepted/rejected basis. Rejected materials and manuals may be represented after correction.

Practicum student teaching is graded on a pass/fail basis.

Students must receive a passing grade in all elements of the course in order to be awarded the Diploma.

GRADING SYSTEM

Letter grades of A, B, and C will be assigned for all work, both written and performance. A rating of "I" for incomplete work must be cleared within a six-week period following notification, or the rating is changed to "Unsatisfactory." A grade of C is not considered acceptable and work receiving a grade of C must be redone or represented.

Letter grades of A, B, and C will also apply to both the entrance exam and the final exams.

An acceptable grade is based on passing 80% of all written and oral examinations in a satisfactory manner. Students failing any test with the exception of the entrance exam will be given the opportunity to re-take the test within a one-month period.

TRANSCRIPT

Upon completion of course work, an Official Transcript will be issued to students by the Montessori Teacher Training Institute based on the following:

Class #1 Title: STAGES OF GROWTH AND DEVELOPMENT

"Gestation Infancy, Early Childhood and Childhood"

Course Number: MTE 303X Total Hours: 50 Credits: 5 Units

Class #2 Title: MOTOR DEVELOPMENT AND CONTROL OF MOVEMENT THROUGH THE EXERCISES OF PRACTICAL LIFE

Course Number: MTE 306X Total Hours: 50 Credits: 5 Units

Class #3 Title: ESTABLISH SENSORIAL FOUNDATION FOR READING, MATH AND COGNITIVE DEVELOPMENT WITH MANIPULATIVES

Course Number: MTE 302X Total Hours: 50 Credits: 5 Units

Class #4 Title: THE ACQUISITION OF LANGUAGE AND LITERACY SKILLS THROUGH A STRUCTURED SEQUENCE OF ACTIVITIES

"Teach Literacy Skills In Any Languages With Manipulatives"

Course Number: MTE 301X Total Hours: 50 Credits: 5 Units

Class #5 Title: THE EARLY PREPARATION OF THE MATHEMATIC MIND

“Make Sense Out Of Math With Manipulatives”

Course Number: MTE 304X

Total Hours: 50

Credits: 5 Units

Class #6-Title: THE CHILD, THE FAMILY AND COMMUNITY

Course Number: MTE 305X

Total Hours: 50

Credits: 5 Units

STUDENT CONFERENCES

Evaluation conferences will be held with the student throughout the school year with reference to his or her progress. Special conferences may be requested when necessary.

LIBRARY

The Montessori Teacher Training Institute has a good collection of texts, which include books on Dr. Montessori as well as her own publications. There are journals, psychology books on Child Development and books by other educators.

Library resources are available at the Montessori Teacher Training Institute in Laguna Beach, in an environment conducive to their use, and at time periods allowing adequate accessibility for students and staff.

Other books and materials are available to be checked out from the Huntington Beach and Laguna Beach local public libraries, both of which are in close proximity to the training facilities.

There are also other teacher resources available to the students at the Montessori Teacher Training Institute. The Montessori Teacher Training Institute has available for its use, equipment for the development of materials such as; paper cutters, photocopier, laminating machine and a computer system with a printer. In addition, the Montessori Teacher Training Institute has available video equipment: videocassette camera, videocassette recorder/player; a television; and audiocassette recorder/player available for use when needed.

All available library materials are pertinent to the course of study. All supporting materials facilitate the design and development of the required materials that teachers need to carry out the job that they are being prepared for.

SCHOOL RECORDS

Students are advised and cautioned that state law requires this educational institution to maintain school and student records for a minimum of a five-year period. Student records are kept at the I.A.P.M. office.

Transcripts, grades and attendance records will be available to the student upon request by writing to the Director, M.T.T.I., 340 St. Ann's Drive, Laguna Beach, CA 92651.

The course guarantees confidentiality and access to records in accordance with the Family Educational Rights and Privacy Act.

DRESS CODE

Students are expected to maintain a professional demeanor throughout the course, including a dress code befitting the teaching profession without reference to extreme styles or body adornment. The professional image which a student projects reflect his or her total attitude toward the teaching profession and toward the children he/she professes to serve.

MEDICAL ASSISTANCE

Montessori Teacher Training Institute does not provide medical benefits to students. However, in the case of medical emergencies, students will be referred to the South Coast Medical Center located at 31872 Coast Highway, Laguna Beach, CA 92651. The telephone number is (949) 499-1311.

STUDENT CODE OF ETHICS

Students of the Montessori Teacher Training Institute are expected to conduct themselves professionally and personally in a manner that demonstrates a respect for themselves, their fellow students, the instructors, and the course of study they have committed themselves to follow.

To fulfill this obligation a student is expected to:

1. Attend all classes and be prompt.
2. Honor commitments to meet course requirements.
3. Take independent action in the pursuit of learning.
4. Seek timely consultation and help when needed in matters related to the work.
5. Seek clarification when needed, at the appropriate time.
6. Meet all financial obligations.
7. Dress in an appropriate way whether in class or in the classroom during practicum.
8. Use honest, open communication with instructors, other students and the administration.

CHANGE OF ADDRESS

The student shall notify the school office of any change of address at any time during the school year. Since the Institute maintains a placement file, it is requested that address changes be kept current.

TRANSFER

Due to the unique nature of this course and its instruction, intensity, and the importance of continuity, no credit towards completion can be considered or granted for previous experience or training, unless this experience has been successfully completed from a course affiliated to I.A.P.M.

SUSPENSION AND EXPULSION

The school reserves the right to expel a student at any time for behavior or attitude deemed unprofessional in the opinion of the institute's administration or the Program Director. Students may be asked to discontinue their course of study for medical, psychological, academic or other cogent reasons without recourse.

Absences, tardiness, failure to turn in work, and inadequate quality of work will elicit verbal and/or written warnings from the Program Director. If after appropriate warnings, the student shows no improvement, we reserve the right to expel the student. In the event the student is expelled, the standard refund policy shall be applicable according to the school term, which the student is in at the time of expulsion.

WITHDRAWAL BY STUDENT

Withdrawal for personal reasons is allowed after discussion between the student and the site administrator. A student may take a leave of absence for up to two years. On returning to the course a student may repeat the classes for purposes of a refresher and continue with the new material until completion.

In the case of a student who completes the academic phase, only this student has two years in which to enter the practicum phase and complete the course.

FACULTY COURSE EVALUATION

Student shall be requested to complete an evaluation form on each faculty member at the completion of his or her curriculum area and of the course at its completion.

ARBITRATION COMMITTEE AND PROCEDURES

Purpose

The purpose of this committee is to arbitrate significant complaints or grievances by students, faculty or practicum consultants. This committee will decide on a course of action in response to a grievance, which shall be binding on all parties involved.

Composition

The Montessori Teacher Training Institute Problem Solving Committee is composed of the following persons, who shall remain members of the committee until the end of the course training cycle:

- Director of the Program.
- One faculty member of each course, appointed by the Program Director.
- One student enrolled in each course, elected by the students.
- One other faculty member as a stand-by member.

Areas of Grievances

The Problem Solving Committee shall consider grievances against the program and against its management and faculty in the following areas:

1. Incomplete or seriously deficient training.
2. The program's failure to meet M.T.T.I. requirements during the practicum.
3. The program's failure to meet financial obligations to anyone due those obligations.

Grievances Procedures

1. A person initiating a complaint must first consult with the person against whom the complaint is being brought and attempt to work out satisfactory solution. The program director must give final approval to any solutions worked out in this manner, which involve a change in course requirements (assignments and attendance requirements).
2. If a complaint is not resolved to everyone's satisfaction by this initial contact, the problem can then be brought before the Problem Solving Committee of M.T.T.I. In the event of a hearing, the committee shall hear from both sides of the dispute and shall first attempt to arbitrate a satisfactory solution between them. If this fails, the Problem Solving Committee shall decide, by majority vote, upon a course of action, which shall be binding on all parties.

Appeal Procedure

Individuals who feel that they still have legitimate grievances after all the above procedures have been exhausted, may bring that grievance before the Problem Solving Committee of the I.A.P.M., The International Association of Progressive Montessori, 500 Vista Del Robles, Arroyo Grande, CA, 93420. The decision of this committee shall be considered binding on all parties.

If the grievance is not solved before the Problem Solving Committee of the I.A.P.M., the grievance will then be brought before the Montessori Accreditation Council for Teacher Education (M.A.C.T.E.) Commission, 506 Seventh Street, Racine, WI, 53403 – (262) 898-1846.

Stand-By Member

In order to keep the committee voting as objectively as possible, the designated stand-by member of the committee shall replace either staff member on the committee against whom a grievance is brought. The stand-by member shall not otherwise have a place or vote on the committee.

In the event that the elected student representative to the Problem Solving Committee is bringing a grievance to the committee, the place of that student in the voting shall be taken by the student who has received the second-highest number of votes in the student election for the committee representative.

Stipulation

No solution can be arrived at which is in conflict with M.T.T.I. requirements for Certification Diploma, training courses, practicum sites, or published course work requirements.

No solution can be arrived at which is in conflict with I.A.P.M. affiliation requirements.

No solution can be arrived at which is in conflict with M.A.C.T.E. accreditation requirements.

APPENDIX B

PRACTICUM EVALUATION (Initial Report)

Intern _____

School _____

Practicum Supervisor _____

Date of Observation _____ Time _____ to _____

ENVIRONMENT

1. Describe the class, staffing, etc. _____

2. Describe each curriculum area in terms of development and aesthetic appeal:

Practical Life: _____

Sensorial: _____

Language: _____

PRACTICUM EVALUATION

Math: _____

Other: _____

LESSONS/MATERIALS

1. Individual Lessons: _____

Children's Response: _____

2. Small Group Lessons: _____

Children's Response: _____

3. Class Lessons: _____

Children's Response: _____

PRACTICUM EVALUATION

4. Awareness of entire class while conducting group or individual lessons: _____

Children's Response: _____

5. Materials which you observed teacher using:

Material _____ Type of Lesson _____
Material _____ Type of Lesson _____
Material _____ Type of Lesson _____
Material _____ Type of Lesson _____
Material _____ Type of Lesson _____

6. Teacher's effectiveness in using materials: _____

7. Teacher's level of expertise in using materials: _____

6. Children's response to the demonstration(s): _____

PRACTICUM EVALUATION

RELATIONSHIPS

1. Interaction with Children.

a. One-to-one basis: _____

Children's Response: _____

b. Small group: _____

Children's Response: _____

c. Entire class: _____

Children's Response: _____

2. Interaction with Team Teachers

a. Verbal: _____

b. Non-verbal: _____

PRACTICUM EVALUATION

MANAGEMENT TECHNIQUES

1. Observation Skills: _____

Children Response: _____

2. Ability to sense when to intervene or interrupt children: _____

3. Approach children when intervening: _____

Children's Response: _____

4. Record Keeping: _____

DISCUSSION WITH STUDENT (Discuss the following points):

1. Your development of the curriculum in the classroom: _____

2. Your understanding of the materials: _____

3. Your lessons/demonstrations of the materials: _____

4. Your ability to work in a team: _____

5. Your rapport with the children: _____

6. Your rapport with parents: _____

PRACTICUM EVALUATION

7. Your rapport with the administration: _____

8. Your rapport with other staff: _____

9. In planning for the next consultation, what are your concerns that you would like to address?

10. Determine consultant's goals for the teacher: _____

11. Determine supervising teacher's goals for the student: _____

APPENDIX C

PRACTICUM EVALUATION

REPORT # _____

Intern _____

School _____

Consultant/Supervisor _____

Date & Time of Observation/Consultation _____

ENVIRONMENT

1. Describe any changes in environment: _____

2. Describe development of curriculum: _____

LESSONS/MATERIALS

1. Describe lessons/materials observed on demonstration or discussed: _____

PRACTICUM EVALUATION, Report # _____

RELATIONSHIPS

1. Describe observation or discussion as it relates to teacher's relationship to children:

2. Describe observation or discussion as it relates to teacher's relationship to other teacher's:

3. Describe observation or discussion of management techniques: _____

Describe your general discussion of the stated areas of concern from the prior report: _____

Note the new goals mutually established: _____

APPENDIX D

CURRICULUM EVALUATION FORM

Intern _____ Date _____

Curriculum Subject _____

Faculty _____

Material Presented _____

- _____ Rationale of material
- _____ Sequence related to material presented
- _____ Grace of manipulation of materials
- _____ All materials available and in order
- _____ Logical flow of material
- _____ All elements in the sequence presented
- _____ Discussion with student indicates level of understanding
- _____ Accepts suggestions

Comments: _____

Ratings: A Excellent; B Good; C Not Accepted; I Incomplete

APPENDIX E
MANUAL EVALUATION

Intern _____ Date _____

Curriculum Subject _____

Faculty _____

- _____ Introduction
- _____ Index in sequence
- _____ All write-ups complete
- _____ All illustrations complete
- _____ Handouts logically integrated
- _____ Additional notes by student
- _____ Aesthetics

Comments: _____

Ratings: A Excellent; B Good; C Not Accepted; I Incomplete

APPENDIX F

FINAL DEMONSTRATION EXAM

GRADE SHEET

Intern _____

School _____

Date of completion _____

PRACTICAL LIFE	DATE	_____	SENSORIAL	DATE	_____
Presentation:			Presentation:		
Clarity		_____	Clarity		_____
Sequence		_____	Sequence		_____
Accuracy		_____	Accuracy		_____
Completeness		_____	Completeness		_____
Discussion:			Discussion:		
Preceding		_____	Preceding		_____
Following		_____	Following		_____
Grade		_____	Grade		_____
Instructor		_____	Instructor		_____

LANGUAGE	DATE	_____	MATH	DATE	_____
Presentation:			Presentation:		
Clarity		_____	Clarity		_____
Sequence		_____	Sequence		_____
Accuracy		_____	Accuracy		_____
Completeness		_____	Completeness		_____
Discussion:			Discussion:		
Preceding		_____	Preceding		_____
Following		_____	Following		_____
Grade		_____	Grade		_____
Instructor		_____	Instructor		_____

APPENDIX G

SAMPLE QUESTIONS FROM QUIZZES AND EXAMINATIONS

PRACTICAL LIFE--WRITTEN EXAMINATION

1. In designing materials for practical life, what principles must be taken into consideration?
2. Describe the development sequence over the school year for (choose one):
 - a. washing
 - b. polishing
 - c. pouring
3. What are the purposes of Practical Life?
4. How does Practical Life relate to the other curriculum areas?

SENSORIAL--WRITTEN EXAMINATION

1. In designing a Sensorial material, what principles must be taken into consideration?
2. What are the purposes of Sensorial?
3. How does Sensorial relate to the other curriculum areas?
4. What senses do the Sensorial materials address and what materials relate to those senses?
5. How does Language relate to Sensorial?
6. Name five materials that require matching and five materials that required grading.
7. What five major senses of a human being are addressed?

APPENDIX G: SAMPLE QUESTIONS FROM QUIZZES AND EXAMINATIONS

LANGUAGE--WRITTEN EXAMINATION

1. Discuss the ways that listening and speaking skills are nurtured in a Montessori classroom.
2. List all materials in the Montessori classroom that prepare the child for handwriting.
3. Discuss the ways in which writing and reading can be incorporated throughout the classroom.
4. Describe the reading sequence in the classroom you have been in, and relate it to that presented in the training course.
5. The Montessori approach has been called weak in the promotion of language development. Respond theoretically and from your experience this year.

MATHEMATICS--WRITTEN EXAMINATION

1. What principles are followed in presenting math concepts?
2. Briefly describe Piaget's stages of development and describe specifically the development of the concept of number?
3. How does the Montessori approach help the child gain mastery of the decimal system?
4. List all the materials that contribute to the child's ability to count with understanding to 1000.
5. How is an understanding of mathematical operations developed in Montessori math?

APPENDIX H

OBSERVATION REPORT

OBSERVATION 1: THE LARGE ENVIRONMENT

Intern _____

School _____

Supervising Teacher _____

Date _____

Address each aspect indicated below:

Ceiling

1. Material
 - a. Sound absorbing: wood, plaster
2. Height
 - a. Cave-like (low)
 - b. Cavern-like (high)
3. Lighting
 - a. Electric: florescent, incandescent
 - b. Natural: Skylights

Walls

1. windows
 - a. Size and number
 - b. For light, for ventilation
 - c. Curtains
2. Display Boards
 - a. Material: color, height
3. Wall covering: paint, wallpaper, cloth

Hangings

1. Mobiles, plants

OBSERVATION REPORT

OBSERVATION 1: THE LARGE ENVIRONMENT

Floor

1. Carpets, linoleum, tile, wood
2. Clean, safe

Heating

1. Radiant, forced air, wall heaters

Summary and Evaluation

OBSERVATION REPORT

OBSERVATION 2: DESIGN OF THE ROOM

Intern _____

School _____

Supervising Teacher _____

Date _____

Address each aspect indicated below:

Furniture

1. Total number of cabinets and shelves: height, length, linear feet of display area, in each of the four main curriculum areas and in the cultural area.
2. Total number of tables
 - a. Individual and location by curriculum area.
 - b. Large tables and location by curriculum area.
 - c. Size.
4. Chalkboard, cages, tanks, etc.
5. Cubby area.
6. Storage area.

Floor Plan

1. Floor plan for furniture placement.
 - a. Note proximity of library and language area.
 - b. Note proximity of sensorial and mathematics.
 - c. General sense of cohesion.

Ratios

1. Teacher to child.
2. Square footage to child.

Summary and Evaluation

OBSERVATION REPORT

OBSERVATION 3: MONTESSORI MATERIALS

Intern _____

School _____

Supervising Teacher _____

Date _____

Evaluate the materials that are displayed on the shelves in each of the curriculum areas:

1. Function and manageability-- does it do the job and handle well.
2. Aesthetic appeal.
3. Proportions.
4. Completeness.
5. Color coordination.
6. Safety.
7. Cleanliness.
8. Availability--need for replacement.
9. Age readiness.
10. Promotes independence.
11. Good repair.
12. Quality.
13. Cultural relevance.
14. Appropriate for group.

Summary and Evaluation

OBSERVATION REPORT

OBSERVATION 4: ORGANIZATION OF SHELVES--PRACTICAL LIFE

Intern _____

School _____

Supervising Teacher _____

Date _____

Address each aspect indicated below:

1. Shelves (quantity and display areas).
2. Sequencing of material on shelf.
 - a. Note each material beginning at the top left and moving from left to right, top to bottom.
 - b. Note the logic of the placement of the materials on the shelf.
3. Full complement of appropriate materials.
4. To what extent are the materials purchased or teacher made?

Summary and Evaluation

OBSERVATION REPORT

OBSERVATION 5: ORGANIZATION OF SHELVES--SENSORIAL

Intern _____

School _____

Supervising Teacher _____

Date _____

Address each aspect indicated below:

1. Shelves (quantity and display areas).
2. Sequencing of material on shelf.
 - a. Note each material beginning at the top left and moving from left to right, top to bottom.
 - b. Note the logic of the placement of the materials on the shelf.
3. Full complement of appropriate materials.
4. To what extent are the materials purchased or teacher made?

Summary and Evaluation

OBSERVATION REPORT

OBSERVATION 6: ORGANIZATION OF SHELVES--LANGUAGE

Intern _____

School _____

Supervising Teacher _____

Date _____

Address each aspect indicated below:

1. Shelves (quantity and display areas).
2. Sequencing of material on shelf.
 - a. Note each material beginning at the top left and moving from left to right, top to bottom.
 - b. Note the logic of the placement of the materials on the shelf.
3. Full complement of appropriate materials.
4. To what extent are the materials purchased or teacher made?

Summary and Evaluation

OBSERVATION REPORT

OBSERVATION 7: ORGANIZATION OF SHELVES--MATH

Intern _____

School _____

Supervising Teacher _____

Date _____

Address each aspect indicated below:

1. Shelves (quantity and display areas).
2. Sequencing of material on shelf.
 - a. Note each material beginning at the top left and moving from left to right, top to bottom.
 - b. Note the logic of the placement of the materials on the shelf.
3. Full complement of appropriate materials.
4. To what extent are the materials purchased or teacher made?

Summary and Evaluation

OBSERVATION REPORT

OBSERVATION 8: ORGANIZATION OF SHELVES--CULTURAL SUBJECTS

Intern _____

School _____

Supervising Teacher _____

Date _____

Address each aspect indicated below:

1. Shelves (quantity and display areas).
2. Sequencing of material on shelf.
 - a. Note each material beginning at the top left and moving from left to right, top to bottom.
 - b. Note the logic of the placement of the materials on the shelf.
3. Full complement of appropriate materials.
4. To what extent are the materials purchased or teacher made?

Summary and Evaluation

OBSERVATION REPORT

OBSERVATION 9: TIME LINE OF THE WORK PERIOD (2 hour diagram)

Intern _____

School _____

Supervising Teacher _____

Date _____

:00 _____	1:00 _____
:05 _____	1:05 _____
:10 _____	1:10 _____
:15 _____	1:15 _____
:20 _____	1:20 _____
:25 _____	1:25 _____
:30 _____	1:30 _____
:35 _____	1:35 _____
:40 _____	1:40 _____
:45 _____	1:45 _____
:50 _____	1:50 _____
:55 _____	2:00 _____

Group as a Whole

1. How many children are not constructively involved?
2. How many children are “socializing?”
3. How many children are working with practical life? sensorial? language? math? cultural?
4. How many children are working at rugs? tables?

Individual

1. Note what a particular child is doing every five minutes.

Teacher

1. Note what a particular teacher is doing every two minutes.

OBSERVATION REPORT

OBSERVATION 10: INTERACTION OF TEACHER WITH CHILDREN

Intern _____

School _____

Supervising Teacher _____

Date _____

Note each interaction:

1. Tone of voice
 - a. Sensitive
 - b. Harsh
2. Physical contact
 - a. Respectful
 - b. Rough
3. Quality of communication
 - a. Sensitive to needs of the child
 - b. Insensitive to needs of child
4. Record keeping/classroom management
 - a. By child
 - b. By adult

Summary and Evaluation

OBSERVATION REPORT

OBSERVATION 11: CHILD-TO -CURRICULUM

Intern _____

School _____

Supervising Teacher _____

Date _____

Note the children's individual response to the curriculum.

1. Do the children have a clear idea of what is expected of the educationally?
2. Has the curriculum been individualized and sequenced in such a way that each child knows what is to be done?
3. Do the children, generally, stay on task and complete their self-assigned or teacher-assigned work?
4. Are the children challenged by the curriculum? Are they frustrated or overwhelmed?
5. Does the structure of the classroom allow for children to work together on curriculum tasks?

Summary and Evaluation

OBSERVATION REPORT

OBSERVATION 12: TEACHER ATTITUDE

Intern _____

School _____

Supervising Teacher _____

Date _____

1. How long has the teacher taught this age group?
2. Does she or he have specific training in Montessori to teach this age group?
3. Is she or he a member of a professional group?
4. Does she or he continue with workshops, seminars and general course work?
5. Does the curriculum seem complete, or is there a feeling of not having enough to make or cover all the curriculum areas?
6. Is observation and record keeping seen as important? How is it implemented?
7. How does the teacher deal with academic or behavioral situations that arise?
8. Does she or he express interest and enthusiasm for the work?
9. Does she or he express knowledge and concern for the students as individuals?

Summary and Evaluation

OBSERVATION REPORT

OBSERVATION 13: CHILD-TO-CHILD INTERACTION

Intern _____

School _____

Supervising Teacher _____

Date _____

The purpose of this observation is to note the quality and content of the socializing that occurs in the classroom.

Describe the five social interactions using the following guidelines:

1. Purely social
2. Social/educational
3. Educationally oriented
4. Teasing/taunting
5. Helpful/cooperative
6. Solicitous
7. Competitive

Summary and Evaluation

OBSERVATION REPORT

OBSERVATION 14: PARENT MEETINGS/PARENT CONFERENCE/PARENT REPORTS

STANDARD ACHIEVEMENT TESTS

Intern _____

School _____

Supervising Teacher _____

Date _____

1. How often are formal parent conferences scheduled? How long do they last?
2. Are there specific topics covered?
3. Is there a form that guides the conferences?
4. Is there a formal report card?
5. Are standard achievement tests administered? When? By Whom? Name the test? Is this information shared with the parents?
6. Are there parent meetings?
 - a. Are the administrative?
 - b. Social?
 - c. Educational?
 - d. How often?
 - e. With what kind of response?
7. Are parents asked to participate in classroom activities? In the running of the school?

Summary and Evaluation

OBSERVATION REPORT

OBSERVATION 15: SCHEDULE OF THE DAY

Intern _____

School _____

Supervising Teacher _____

Date _____

1. What are the school hours?
2. Are there extended or day care hours?
3. How does the day begin? Does this or has this changed through the years?
4. What is the schedule of the morning?
5. When does lunch occur and how is it handled?
 - A. Do the children bring their lunch or is lunch provided?
 - B. Is lunch formal with placemats, etc.?
 - C. Is there a particular routine and clean-up procedure?
 - D. Are there requirements on the children eating certain parts of the lunch first?
Completing their lunch?
6. What is the schedule of the afternoon?
7. Does the schedule of the day vary during the week with specialist or regular field trips?
8. When is dismissal and how is it handled?

Summary and Evaluation