MARIA MONTESSORI TEACHER TRAINING CENTER

AT ONE WORLD MONTESSORI

COURSE CATALOG
&
STUDENT HANDBOOK

July 1, 2026 – June 30, 2027

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COURSE HISTORY AND ACCREDITATION

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

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

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

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

The main office of MMTTC is at One World Montessori School, 1170 Foxworthy Ave San Jose, CA 95118. This is also where site class sessions are conducted.

The Maria Montessori Teacher Training Center (MMTTC) is a private institution approved to operate by the California Bureau for Private Postsecondary Education (BPPE). Approval to operate means compliance with state standards as set forth in the California Education Code and Title 5 of the California Code of Regulations.

MMTTC does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition in bankruptcy within the preceding five years, and has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. § 1101 et seq.).

MMTTC was a charter member of the Montessori Accreditation Council for Teacher Education (MACTE). MACTE is recognized by the U.S. Department of Education as an accrediting agency for Montessori educator preparation programs and institutions.

MMTTC's Early Childhood Montessori Teacher Education Program is accredited by MACTE. The program received Full Accreditation Status in 2021, with accreditation continuing through December 4, 2027.

Academic upper division units (undergraduate) are available for the Primary (early childhood) courses through the California State University, East Bay Extension (CSUEB, formerly known as CSU Hayward) at an additional per unit fee. These are considered to be specialized units by the CARES Program. The entire course is 23 semester units delivered in 3-unit segments. Applying for this credit is optional and is done through the MMTTC at the beginning of each class.

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

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

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

MISSION STATEMENT

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

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

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

TEACHER TRAINERS

Primary Training Course:
Co-Director – Rebecca Keith
Faculty – Karen Bamberg, Maria Perez-Vizcaino, Lucille Santana, Hema Srinivasan, Indu Nair, Carmen Virgos, Pamela Jiang

QUALIFICATIONS

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

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

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

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

Lucille Satana received her Montessori Primary Certification under Ursula Thrush at the MMTTC in 1992. Starting as Rebecca Keith's assistant before becoming a full-fledged teacher, she has accumulated over 20 years of teaching experience at One World Montessori School. Ms. Satana also holds a B.S. in Applied Mathematics from the University of the Philippines. Ms. Satana began training teachers through the MMTTC in 2005.

Hema Srinivasan has been teaching for 20 years. She holds Montessori Certification at the Infant/Toddler level (0-3) and received her Montessori Primary Certification from the MMTTC

in 2005. Ms. Srinivasan has a bachelor's degree in Botany and a minor Zoology from University of Madras in India. She has been with One World Montessori School since 1994.

Indu Nair received her Montessori Primary Certification from the MMTTC in 2010. She also holds a BA in History and a Site Supervisor CHAD permit from the CA Commission on Teacher Credentialing. Indu has been with One World Montessori School since 2008.

Carmen Virgos joined the One World Montessori School as a parent in 2008 and received her Montessori Primary Certification from the MMTTC in 2015. She also holds a BS in Biochemistry and PhD in Biology.

Jed Burchett earned a bachelor's degree in art history from Sonoma State University in 2002 and earned his Primary Teacher's Certificate from Susan Cohn at the MMTTC in 2006. He also completed the AMI-NAMTA Orientation to Adolescent Studies at the Hershey Farm School in Huntsburg, Ohio in 2013. Mr. Burchett Co-Directed the North Bay location of the MMTTC from 2015-2023.

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

MMTTC CODE OF ETHICS*

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

COMMITMENT TO OUR STUDENTS

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

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

COMMITTMENT TO THE PUBLIC

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

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

COMMITTMENT TO THE PROFESSION

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

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

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

PRIMARY COURSE SUMMARY

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

MMTTC maintains a maximum class size of 10 adult learners at each campus, ensuring a student to instructor ratio of no more than 10 to 1. Instruction takes place in two different settings. When the focus is on mastery of Montessori materials, instruction takes place in a Primary Montessori classroom. Montessori apparatus, supplies, and equipment are available in good condition and exemplify those used in Montessori practice. When the focus is on philosophical or historical

components, instruction takes place in a conference room with a large table and chairs promoting group discussion. A laptop is available for video presentations. Workspace and supplies are provided for material making and special projects. Students have access to a printer, photocopier, and laminator. Library resources are available either in the classroom or in close proximity to the instructional space. Student access to resources is reviewed at orientation and provided by Course Administrator upon request in-person, by phone (408) 414-2218 or via email teachertraining@oneworldmontessori.org. Bathrooms and space for student personal items are available near the instruction areas. The administrative office space is adequate for storing records and materials, preparing instructional materials, consulting with students, and enables staff members to function effectively and efficiently. All spaces are maintained in good repair with adequate lighting, ventilation, power and water supplies, waste disposal and adult furnishings.

The course intends to prepare adults to teach children between the ages of 2 ½ and 6 in a Montessori environment. The academic phase can be completed in two school years. A schoolyear-long supervised internship (working at least three hours a day, five days a week) as an assistant in a functioning multi-age Montessori classroom is also required after the completion of the materials section of the course. This can be done in conjunction with the Philosophy, Psychology and Classroom Management segments of the course, or separately. The MMTTC issues a **Certificate of Completion** upon successful completion of the course. Graduates of the program are prepared to hold a teaching position in a Montessori 2 ½ to 6-year-old classroom, subject to meeting the education, experience, and any permit or credential requirements applicable to the position and program setting. *Completion of MMTTC does not automatically satisfy all California employment or licensing requirements. Students should refer to the California Licensure Requirements section of this catalog and confirm acceptance of their coursework with the applicable licensing or credentialing agency.*

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

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

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

SOC Code	Employment Position

25-2011 — Preschool Teachers, Except Special Education
25-2012 — Kindergarten Teachers, Except Special Education
25-9042 — Teaching Assistants, Preschool, Elementary, Middle, and Secondary School, Except Special Education
25-3099 — Teachers and Instructors, All Other
25-9099 — Educational Instruction and Library Workers, All Other

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

PRACTICAL LIFE EXERCISES

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

SENSORIAL EXERCISES

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

CULTURAL SUBJECTS

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

PEACE EDUCATION

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

LANGUAGE

The most concrete aspect of language is sound. Therefore, to encourage language development, we first focus on increasing oral skills through vocabulary development and sound awareness activities, always associating words with concrete experiences. The specific materials and

activities that assist the child with acquiring writing, reading and composition skills are presented, as are the materials that expose the child to the function of words and reading analysis.

MATHEMATICS

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

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

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

CHILD, FAMILY AND COMMUNITY

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

MONTESSORI'S PHILOSOPHY OF EDUCATION – COSMIC EDUCATION

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

CLASSROOM MANAGEMENT

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

OBSERVATION TECHNIQUES

Observation of children within the Montessori environment is an essential aspect of teacher training. It is only through the acquisition of excellent observation skills that the guide is able to properly assess each child and truly be "the dynamic link" between the child and the environment, knowing when to "kindle the flame of interest" and when to step back and allow the child to interact with the environment on his own. Students will develop the ability to observe self and others; to observe, assess and act in a classroom setting in relationship with individual children; to better access and evaluate children and understand when outside

assistance and support are needed. Twenty hour-long guided personal observations in Montessori classrooms are required of each student. Group discussions about these student observations and intern experiences are a key learning modality.

LENGTH OF CYCLE/CLOCK HOURS – PRIMARY PROGRAM

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

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

Here is a table outlining an MMTTC academic schedule when initiating the training program in September 2026:

Date	Course Name	Instructor	Academic Clock Hours	Class Day & Time
9/5/26 - 11/19/2026	Montessori Practical Life & Sensorial	Hema Srinivasan, Jill Soong	42-60	Saturdays, 9-3:30p / Mon. & Wed, 4-7pm
12/1/26 – 2/9/27	Montessori Language	Instructor to be announced	60-78	Tue & Th, 4-7pm
2/22/2027 –4/21/2027	Montessori Cultural Subjects	Indu Nair	48-75	Mon & Wed, 4-7pm
4/26/2027- 6/21//2027	Montessori Mathematics	Indu Nair	51-75	Mon & Wed, 4-7pm
9/2/2027- 11/4/2027	Child Development & Observation	Instructor to be announced	30-45	Tue & Th, 4-7pm
11/9/2027- 1/13/2028	Child, Family & Community	Pam Jiang	30- 45	Tue & Fri, 4-7pm

1/18/2028 –3/16/2028	Philosophies of Education for Peace	Instructor to be announced	45-57	Tue & Th, 4-7pm
3/21//2028 - 5/11/2028	Montessori Classroom Management	Pam Jiang	45-51	Tue & Fri, 4-7pm
9/2027 – 6/2028	Primary Practicum	TBD	400	Mon – Fri, 9-12pm

MONTESSORI ACCREDITATION COUNCIL FOR TEACHER EDUCATION (MACTE)

The MMTTC was a charter member of MACTE, and the Primary (early childhood) program holds Full Accreditation Status through December 4, 2027. For more information about MACTE, please visit www.MACTE.org. MACTE is recognized by the United States Department of Education as an accrediting agency for Montessori educator preparation programs and institutions.

CALIFORNIA BUREAU FOR PRIVATE POSTSECONDARY EDUCATION (BPPE)

Approval to Operate

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

BPPE and Institutional Information

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

Questions Regarding This Catalog

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834 or P.O. Box 980818, West Sacramento, CA 95798-0818, Website address: www.bppe.ca.gov, (888) 370-7589 or a(916) 574-8900 or by fax (916) 263-1897.

Student and Public Complaints

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

Office of Student Assistance and Relief (OSAR)

The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed

decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling (888) 370-7589, option #5 or by visiting osar.bppe.ca.gov.

PAN AMERICAN MONTESSORI SOCIETY
The MMTTC is affiliated with the Pan American Montessori Society (PAMS). For more information on PAMS, please visit www.montessori-pams.org.

NORTH AMERICAN MONTESSORI TEACHERS' ASSOCIATION
For more information about this organization, please visit www.montessori-namta.org.

PRIMARY COURSE DESCRIPTIONS

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

MONTESSORI PRACTICAL LIFE & SENSORIAL

Course and Contact Information

Course Number:	TED 824C
Semester Units:	3.0
Class Days/Time:	2 meetings a week, 4-7pm 5 Labs for Materials Practice (3 hours each)
Intended Audience:	For those individuals seeking their Primary (ages 2.5-6) Montessori Credential, in order to work in the Primary Montessori Environment.

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

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

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

auditory, tactile, stereognostic, gustatory and olfactory senses as well as thermic and baric stimuli.

Student Learning Objectives:
Upon successful completion of this course:

1. Students shall become competent in the presentation of the Practical Life and Sensorial materials. [MACTE Competencies; 1c, 2a]
2. Students shall correctly match child to material according to stage of readiness and development. [MACTE Competencies; 2b]
3. They shall understand the direct and indirect aim of each material and where it fits in a sequence from concrete to abstract, from simple to complex. [MACTE Competencies; 2b, 2c]
4. They shall be able to design and set up these areas of the environment and create their own Practical Life exercises. [MACTE Competencies; 2c, 2f]
5. They shall be able to explain the purpose and rationale of these materials to others, and why they are included in an environment for 2–6-year-olds. [MACTE Competencies; 2c, 2f, 2j, 3a, 3d]

Texts:

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

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

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

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

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

4. 20 Observations
   Observations are one hour each, to be done over the course of the two-year training program, for a total of 20 hours. Credit for this assignment will be given when the student is enrolled in the MMTTC Child, Family and Community course.

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

   For the first half of the first year that the student is enrolled, please complete:
   - Observations 1 – 5: In five different environments, create a list of self-observations every 5 minutes. "I feel…", "I feel…" – get in touch with how you feel and what you would do about what you are observing. How you feel interferes with your ability to interact appropriately with the children.

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

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

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

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

5. Book of Quotations

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

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

   Categories/Topics for Quotes:

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

Week	Date*	Topic
1		Orientation and Introduction to Montessori
		Introduction to Practical Life, Review of Preliminary Procedures, Introductory Exercises #1-5
2		Introductory Exercises # 6-7; Care of the Person: Exercises #1 +Lab for Materials Practice
		Care of the Person: Exercise #2-6: Dressing Frames
3		Care of the Environment, Inside: Exercises #1-5 OPTIONAL: OWM's celebration of International Peace Day +Lab for Materials Practice
		Care of the Environment, Inside: Exercises #6-7. Care of the Environment, Outside: Exercises #1-4 +Lab for Materials Practice
4		Grace & Courtesy: Exercises #1-8; Materials Review and Practice with Instructor

		CIRCLE EXAM with Instructor Evaluation and Peer Review
5		Introduction to Sensorial Materials, Exercises in Visual Discrimination of Dimensions #1-4
		Visual Discrimination of Color: Exercises # 1-4 OPTIONAL: OWM United Nations Day celebration +Lab for Materials Practice
6		Visual Discrimination of Form #5-7
		Tactile Sense Development: Exercises #1-3; Stereognostic Development: Exercises #1-5
7		Auditory Sense Development: Exercises 1&2, Baric sense, Thermic Sense, Olfactory sense, Gustatory sense exercises +Lab for Materials Practice
		Study of Dimension: Exercises #1-5; Materials Review and Practice with Instructor
8		CIRCLE EXAM with Instructor Evaluation and Peer Review. Last Class. Assignments Due.

*Date intentionally not included in Course Catalog syllabus example

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

MONTESSORI CULTURAL SUBJECTS

Course and Contact Information

Course Number: TED 825C
Semester Units: 3.0
Class Days/Time: 2 meetings a week, 4-7pm
6 Labs for Materials Practice (3 hours each)
2 Materials Workshops (6 hours each)
Intended Audience: For those individuals seeking their Primary (ages 2.5-6) Montessori Credential, in order to work in the Primary Montessori Environment.

Course Description:

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

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

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

Student Learning Objectives:

Upon successful completion of this course:

1. Students shall become competent in the presentation of the Cultural Subjects materials, including art, music and movement, geography, peace, sciences and time. [MACTE Competencies; 1c, 2a]
2. They shall understand the direct and indirect aim of each material and where it fits in a sequence from concrete to abstract, from simple to complex. [MACTE Competencies; 2b, 2c]
3. They shall design and set up these areas of the environment, including a peace table. [MACTE Competencies; 2c, 2f]
4. They shall appropriately match the child and material based on age and stage of development. [MACTE Competencies; 2b]
5. They shall explain the purpose and rationale of these materials to others, and why they are included in an environment for 2–6-year-olds. [MACTE Competencies; 2c, 2f, 2j, 3a, 3d]

Texts:

1. The Secret of Childhood by Maria Montessori

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

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

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

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

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

4. 20 Observations
   Observations are one hour each, to be done over the course of the two-year training program, for a total of 20 hours. Credit for this assignment will be given when the student is enrolled in the MMTTC Child, Family and Community course.

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

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

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

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

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

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

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

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

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

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

5. Book of Quotations

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

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

Categories/Topics for Quotes:

- Movement
- Discipline
- Human Tendencies
- Philosophies
- Sensitive Periods

- Role of the Adult
- Miscellaneous

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

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

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

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

*Date intentionally not included in Course Catalog syllabus example

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

MONTESSORI LANGUAGE

Course and Contact Information

Course Number: TED 826C
Semester Units: 3.0
Class Days/Time: 2 meetings a week, 4-7pm
6 Labs for Materials Practice (3 hours each)
2 Materials Workshops (6 hours each)
Intended Audience: For those individuals seeking their Primary (ages 2.5-6) Montessori Credential, in order to work in the Primary Montessori Environment.

Course Description:

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

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

Student Learning Objectives:

Upon successful completion of this course:

1. Students shall become competent in the presentation of the Language materials. [MACTE Competencies; 1c, 2a]
2. They shall understand the direct and indirect aim of each material and where it fits in a sequence from concrete to abstract, from simple to complex. [MACTE Competencies; 2b, 2c]
3. They shall appropriately match the child and material based on age and stage of development. [MACTE Competencies; 2b]
4. They shall explain the purpose and rationale of these materials to others, and why they are included in an environment for 2–6-year-olds. [MACTE Competencies; 2c, 2f, 2j, 3a, 3d]
5. They shall be able to design and set up these areas of the environment, including setting up and choosing appropriate books for a library. [MACTE Competencies; 2c, 2f]
6. They shall lead a group circle. [MACTE Competencies; 2a, 2f, 3a]

Texts:

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

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

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

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

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

4. 20 Observations
   Observations are one hour each, to be done over the course of the two-year training program, for a total of 20 hours. Credit for this assignment will be given when the student is enrolled in the MMTTC Child, Family and Community course.

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

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

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

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

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

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

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

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

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

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

5. Book of Quotations

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

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

Categories/Topics for Quotes:

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

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

   The following Language materials must also be completed:
   - Object Box
   - Article Box
   - Preposition/Conjunction Vase of Flowers
   - Logical Adjective Game
   - Verb Cards and Verb Command Cards
   - Logical Adverb Game
   - Reading Practice Materials
   - Classified Language Pictures (basic, 3 part cards)

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

5		Reading – Practice (#1-6) +Lab time for Materials Practice
		Language Materials Workshop #2
6		CIRCLE EXAM with Instructor Evaluation and Peer Review
		Reading - Practice (#7-12) +Lab time for Materials Practice
7		Reading – Practice (#13-17) +Lab time for Materials Practice
		CIRCLE EXAM with Instructor Evaluation and Peer Review.
8		Reading Analysis #18. Last Class. Assignments Due.

*Date intentionally not included in Course Catalog syllabus example

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

MONTESSORI MATHEMATICS

Course and Contact Information

Course Number: TED 827C
Semester Units: 3.0
Class Days/Time: 2 meetings a week, 4-7pm
6 Labs for Materials Practice (3 hours each)
2 Materials Workshops (6 hours each)
Intended Audience: For those individuals seeking their Primary (ages 2.5-6) Montessori Credential, in order to work in the Primary Montessori Environment.

Course Description:

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

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

Student Learning Objectives:

Upon successful completion of this course:

1. Students shall become competent in the presentation of the Mathematics materials. [MACTE Competencies; 1c, 2a]
2. They shall understand the direct and indirect aim of each material and where it fits in a sequence from concrete to abstract, from simple to complex. [MACTE Competencies; 2b, 2c]
3. They shall appropriately match child and material based on age and stage of development. [MACTE Competencies; 2b]
4. They shall explain the purpose and rationale of these materials to others, and why they are included in an environment for 2-6 year olds. [MACTE Competencies; 2c, 2f, 2j, 3a, 3d]
5. They shall be able to design and set up these areas of the environment. [MACTE Competencies; 2c, 2f]

Texts:

1. Education for a New World by Maria Montessori

Assignments:

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

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

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

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

4. 20 Observations
   Observations are one hour each, to be done over the course of the two year training program, for a total of 20 hours. Credit for this assignment will be given when student is enrolled in the MMTTC Child, Family and Community course.

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

   For the first half of the first year that the student is enrolled, please complete:
   - Observations 1 – 5: In five different environments, create a list of self-observations every 5 minutes. "I feel…", "I feel…" – get in touch with how you feel and what you would do about what you are observing. How you feel interferes with your ability to interact appropriately with the children.

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

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

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

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

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

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

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

5. Book of Quotations

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

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

Categories/Topics for Quotes:

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

6. Material Making:

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

The following Mathematics materials must be completed:

- Fraction Charts: Fraction Families, Equivalents to ½, Equivalents to 1/3, ¼, 1/5
- Parallel Exercise Chart

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

7		Mathematics Materials Workshop #2
		Passage to Abstraction (#1-4)
8		CIRCLE EXAM with Instructor Evaluation and Peer Review. Last Class. Assignments Due.

*Date intentionally not included in Course Catalog syllabus example

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

CHILD, FAMILY AND COMMUNITY
For the Montessori Educator

Course and Contact Information

Course Number: TED 830C
Semester Units: 3.0
Class Days/Time: 2 meetings a week, 4-7pm
Intended Audience: For those individuals seeking their Primary (ages 2.5-6) Montessori Credential, in order to work in the Primary Montessori Environment.

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

Skills necessary for creating and maintaining positive relationships with peers and adults which foster social and emotional learning, including problem solving and arbitration techniques, are demonstrated through role-play and practice. These, combined with the children's familiarity with the common needs of all people, gleaned from their work with Peoples of the World and the Fundamental Needs of Humans materials, build a solid foundation for a socially and emotionally aware individual. Utilization of MMTTC's Peace Curriculum is also presented.

Student Learning Objectives:
Upon successful completion of this course:

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

Texts:

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

Videos:

1. "Family Birth and Bonding" by Joseph Chilton Pearce

Assignments:

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

1. 3 Essay Tests
   The essay tests are conducted online: you will be given a topic, and you have up to 24 hours to complete the test and return it via e-mail. You may use your notes and handouts. The essay questions will be based on material covered in the readings, lectures, class discussions and/or presentations. The essay is expected to be several pages, with thorough, in-depth answers to the questions. If you prefer to be tested on site during the regularly scheduled class hours, please let us know.

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

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

4. 20 Observations
   Observations are one hour each, to be done over the course of the two-year training program, for a total of 20 hours.

   Observations should include:
   1) The name of the school

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

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

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

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

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

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

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

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

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

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

5. Book of Quotations

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

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

Categories/Topics for Quotes:

- Movement
- Discipline
- Human Tendencies

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

Week	Date*	Topic
1		Special Needs: Understanding Special Needs Children
		Practical Special Needs for the Montessori Method *Reading: Practical Special Needs for the Montessori Method handbook by Perolman*
2		Practical Special Needs for the Montessori Method (cont.)
		Positive Discipline. *Reading: "Positive Discipline in the Classroom" Teacher's Guide* TAKE HOME ESSAY TEST
3		Non-violent Communication *Reading: "Peace Making and Peace Keeping in the Montessori Classroom", "Peaceful Classroom, Peaceful Home, Peaceful World", "Non-violent Communication in Brief" and "Chapter 2 – Peace with Family & Friends – Guide to Conflict Resolution"*
		The Process of Learning, The Three Stages of Obedience, Mixed Age Grouping, Indirect Preparation *Reading: The Process of Learning lecture, The Three Levels of Obedience quotations and bullet points, "Montessori Approach to Discipline", "On Discipline – Reflections and Advice" and "Developing Character, Will and Spirit" by O'Shaughnessy*
4		The Child's Home Environment, The Child and the Family *Reading: "A House for Adults and Children", "Bringing Montessori Home" and "Montessori and the Home Environment Toddlers"*
		The Prepared Environment – Infant Community, 3-6, 6-9, 9-12, Human Behavior, The Child in the Community *Reading: Prepared Environment, and Mixed Age Grouping lecture, "Chapter 3 – Choice and Perceived Control", "Joyful Scholars – Montessori for the Elementary Years", "Although you know your Teenager Takes some Chances" and "Montessori at the Secondary Levels" by Seldin*

5		The Nature of the Adult *Reading: Montessori Directress, and Characteristics of the Teacher lectures*
		TAKE HOME ESSAY TEST
6		Imagination, the Importance of Imagination, and a Comparison of Montessori and Piaget *Reading: Imagination and The Importance of the Imagination lectures and "Comparison of Montessori and Piaget"*
		Joseph Chilton Pearce Video: Child & Family and discussion
7		Fundamental Needs of Humans: a Global Comparison *Reading: Peace Curriculum handbook*
		A look into the Heritage and Diversity of the Student Population: United Nations Day Curriculum introduced. *Reading: United Nations Day handbook*
8		TAKE HOME ESSAY TEST Last Class. Reflective Paper Due.

*Date intentionally not included in Course Catalog syllabus example

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

PHILOSOPHIES OF EDUCATION FOR PEACE

Course and Contact Information

Course Number: TED 829C
Semester Units: 3.0
Class Days/Time: 2 meetings a week, 4-7pm
Intended Audience: For those individuals seeking their Primary (ages 2.5-6) Montessori Credential, in order to work in the Primary Montessori Environment.

Course Description:

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

Student Learning Objectives:

Upon successful completion of this course:

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

Texts:

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

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

Videos:

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

Assignments:

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

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

2. 2 Essay Tests
   The essay tests are conducted online: you will be given a topic, and you have up to 24 hours to complete the test and return it via e-mail. You may use your notes and handouts. The essay questions will be based on material covered in the readings, lectures, class discussions and/or presentations. The essay is expected to be several pages, with thorough, in-depth answers to the questions. If you prefer to be tested on site during the regularly scheduled class hours, please let us know.

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

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

5. 20 Observations

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

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

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

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

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

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

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

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

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

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

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

6. Book of Quotations

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

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

Categories/Topics for Quotes:

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

Week	Date*	Topic
1		Orientation, Introduction to Montessori Philosophy; Video "The Global Brain" by Peter Russell *Reading: "Chapter 4 – Montessori Theory and Philosophy" and Maria Montessori essay*
		Montessori Philosophy: Horme, Nebulae, Mneme, The Creative Unconscious, The Relationship of the Spiritual Embryo to the Cosmos *Reading: "The Physical Embryo, Psychic Embryo, and Spiritual Embryo", "The Relationship of the Spiritual Embryo to the Cosmos" and "Spiritual Awakenings"*
2		Comparative Philosophies: How Montessori Relates to Others of Her Time; "Ologies" and "Isms" *Reading: "Nourishing the Spiritual Embryo: the Educational Vision of Maria Montessori", "Chapter 1 - Education and the Evolution of the Cosmos", "Philosophy of Montessori – How it Relates to Other Philosophies of her Time", "Charts – Relationship of Philosophy to Educational Practice", "Philosophical Perspectives in Education – Parts 1 & 2" and "Philosophy and Education – Foundations of Learning"*
		Pierre Teilhard de Chardin video "Survival: The Phenomenon of Man" and discussion

3		Montessori and Sri Aurobindo: Comparison of T. deChardin and S. Auribindo *Reading: Teilhard de Chardin – MediaWiki, Pierre Teilhard de Chardin handout, "Evolution of Mattter – Teilhard de Chardin", "Human Phenomenon – Teilhard de Chardin", "Sri Aurobindo – Prospects Quarterly Review of Comparative Education", Montessori and Sri Aurobindo lecture, "Sri Aurobindo's Doctrine", "Sri Aurobindo – Evolution of Spirit", "Sri Aurobindo's Teaching and Method of Sadhana" and "Evolution of Consciousness – Teilhard and Sri Aurobindo Compared"*
		Cosmic Education – Spiritual Needs of Man *Reading: Review Peace Curriculum Binder section on Spiritual Needs, "Fundamental Needs of Humans - Physical and Spiritual" and "Definition of Cosmic Education"*
4		The Physics Experiments, The Impressionistic Charts *Reading: Dr. Keith's notes on The Physics Experiments and The Impressionistic Geography Charts*
		"God Who Has No Hands"; "The Great Story" video and discussion, The Great Story Timeline *Reading: "A God with No Hands", "A God Who Has No Hands, Parts 1 & 2" by Gebhardt Steele, "The Great Story Timeline", "Misconceptions about the Big Bang" and "Cosmic Conundrum"*
5		The Story of the Universe, The Thousand Yard Model *Reading: "The Great Work of the New Millennium", "The Thousand-Yard Model" and Dr. Keith's notes on Philosophy*
		Stardust Activities, "We are Made of Stardust" video and discussion. *Reading: We are Made of Stardust Activities and "We are Made of Stardust – New Periodic Table"* TAKE HOME ESSAY TEST.
6		Clock of Eras: Timeline of Life *Reading: "The Construction of the Human Comportment" and Dr, Keith's notes on Introduction to Evolutionary History, Timeline of Evolution and Timeline of Man*
		Brian Swimme "Powers of the Universe" video and discussion

7		Deepak Chopra “Body, Mind & Soul; Parts 1 & 2” video and discussion
		Student Presentations of Philosophers Papers
8		Student Presentations of Philosophers Papers cont. TAKE HOME ESSAY TEST. Last Class. All Materials Due.

*Date intentionally not included in Course Catalog syllabus example

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

CHILD DEVELOPMENT AND OBSERVATION
For the Montessori Educator

Course and Contact Information

Course Number: TED 828C
Semester Units: 3.0
Class Days/Time: 2 meetings a week, 4-7pm
Intended Audience: For those individuals seeking their Primary (ages 2.5-6) Montessori Credential, in order to work in the Primary Montessori Environment.

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

The study of Dr. Montessori's concept of the developmental stages, the Planes of Development, the Absorbent Mind, the Sensitive Periods and the Tendencies of Man, are explained, discussed and presented (assisted, in part, by the student's research and written reports on five educators/ child psychologists).

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

Student Learning Objectives:
Upon successful completion of this course:

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

Texts:

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

Videos:

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

Assignments:

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

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

2. 3 Essay Tests
   The essay tests are conducted online: you will be given a topic, and you have up to 24 hours to complete the test and return it via e-mail. You may use your notes and handouts. The essay questions will be based on material covered in the readings, lectures, class discussions and/or presentations. The essay is expected to be several pages, with thorough, in-depth answers to the questions. If you prefer to be tested on site during the regularly scheduled class hours, please let us know.

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

4. Pre-Natal Development Chart
   Students will submit a chart that includes prenatal and birth-to-six development (created from The Absorbent Mind book).

5. 3–6-Year-Old Development Milestone Timeline
   Students will submit a timeline of human growth and development.

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

7. 20 Observations
   Observations are one hour each, to be done over the course of the two-year training program, for a total of 20 hours. Credit for this assignment will be given when the student is enrolled in the MMTTC Child, Family and Community course.

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

   For the first half of the first year that the student is enrolled, please complete:
   - Observations 1 – 5: In five different environments, create a list of self-observations every 5 minutes. "I feel…", "I feel…" – get in touch with how you feel and what you would do about what you are observing. How you feel interferes with your ability to interact appropriately with the children.

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

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

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

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

8. Book of Quotations

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

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

Categories/Topics for Quotes:

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

Week	Date*	Topic
1		Orientation, Introduction to Montessori Psychology and Child Development *Reading: "Maria Montessori" and "Montessori – A Learner Taught by Children"*
		Prenatal Development & Birth to Three Development; The Development Chart; The Developmental Crisis *Reading: Understanding the Human Being lecture, "Definitions", "Table 1.2 Overview of Patterns of Children's Development", "Differentiation in the Left and Right Hemispheres of the Brain", "Reflex Grid", "Newborn's Reflexes", "A New Life, A New Brain" by Eliot, The Normalized Child lecture and "Speech Sounds and Preschool Profile"*
2		Prenatal Development & Birth to Three Development; The Development Chart; The Developmental Crisis (cont.)
		Miracle of Life video and discussion

3		The Timeline *Reading: Introduction to the Timeline lecture*
		The Absorbent Mind/Imprinting of the Child in the Family *Reading: The Absorbent Mind lecture*
4		The Sensitive Periods *Reading: The Sensitive Periods lecture and chart*
		TAKE HOME ESSAY TEST
5		Tendencies of Humans *Reading: Tendencies of Man & Aspects they take in the Child lecture*
		The Four Planes of Development *Reading: "The Four Planes of Development" by Grizzini, Four Planes of Development charts – "The Bulb" and "The Constructive Rhythm", Four Planes of Development lecture and "The Four Planes of Development" by Hendron*
6		Movement and Intelligence: The Importance of Movement, Development of the Hand, Movement and Independence *Reading: Movement & the Young Child and Movement & Order lectures, Following the Hand" by Orion, "Development of Equilibrium" and "Development of the Hand"*
		TAKE HOME ESSAY TEST
7		Presentation/Discussion of Psychologist/Educators
		Observation/Recording; Observation Techniques; Observation Assessment Activity; Making the Match
8		TAKE HOME ESSAY TEST. Last Class. Album, Development Chart and Timeline are due, as well as hard and soft copies of the Five Psychologist/Educators Paper, if not already submitted.

*Date intentionally not included in Course Catalog syllabus example

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

MONTESSORI CLASSROOM MANAGEMENT

Course and Contact Information

Course Number: TED 831C
Semester Units: 2.0
Class Days/Time: 2 meetings a week, 4-7pm
Intended Audience: For those individuals seeking their Primary (ages 2.5-6) Montessori Credential, in order to work in the Primary Montessori Environment.

Course Description:

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

Student Learning Objectives:

Upon successful completion of this course:

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

Texts:

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

Assignments:

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

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

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

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

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

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

5. 20 Observations
   Observations are one hour each, to be done over the course of the two year training program, for a total of 20 hours. Credit for this assignment will be given when student is enrolled in the MMTTC Child, Family and Community course.

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

   For the first half of the first year that the student is enrolled, please complete:
   - Observations 1 – 5: In five different environments, create a list of self-observations every 5 minutes. "I feel…", "I feel…" – get in touch with how you feel and what you would do about what you are observing. How you feel interferes with your ability to interact appropriately with the children.

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

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

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

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

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

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

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

6. Book of Quotations

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

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

Categories/Topics for Quotes:

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

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

*Date intentionally not included in Course Catalog syllabus example

PRIMARY INTERNSHIP/PRACTICUM PHASE

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

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

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

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

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

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

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

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

BASIC STUDENT TEACHING PRACTICUM

Course and Contact Information

Class Days/Time: Mon-Fri, 9am-12pm
Clock Hours: 186 (6 in class with instructor, min 180 supervised field experience)
Intended Audience: For those individuals seeking their Primary (ages 2.5-6) Montessori Credential, in order to work in the Primary Montessori Environment.

Course Description:

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

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

Student Learning Objectives:

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

Practicum Completion Requirements:

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

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

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

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

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

(E) indicates **exceptional** progress
(N) indicates **normal** progress
(A) indicates **additional work required** in this area*
(U) indicates **unacceptable progress** in this area*
(/) indicates no activity in the area at this time

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

INTERMEDIATE STUDENT TEACHING PRACTICUM

Course and Contact Information

Class Days/Time: Mon-Fri, 9am-12pm
Clock Hours: 183 (3 in class with instructor, min 180 supv field experience)
Intended Audience: For those individuals seeking their Primary (ages 2.5-6) Montessori Credential, in order to work in the Primary Montessori Environment.

Course Description:

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

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

Student Learning Objectives:

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

Practicum Completion Requirements:

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

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

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

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

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

(E) indicates **exceptional** progress
(N) indicates **normal** progress
(A) indicates **additional work required** in this area*
(U) indicates **unacceptable progress** in this area*
(/) indicates no activity in the area at this time

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

ADVANCED STUDENT TEACHING PRACTICUM

Course and Contact Information

Class Days/Time: Mon-Fri, 9am-12pm
Clock Hours: 183 (3 in class with instructor, min 180 supervised field experience)
Intended Audience: For those individuals seeking their Primary (ages 2.5-6) Montessori Credential, in order to work in the Primary Montessori Environment.

Course Description:

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

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

Student Learning Objectives:

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

Practicum Completion Requirements:

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

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

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

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

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

(E) indicates **exceptional** progress
(N) indicates **normal** progress
(A) indicates **additional work required** in this area*
(U) indicates **unacceptable progress** in this area*
(/) indicates no activity in the area at this time

MACTE COMPETENCIES

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

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

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

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

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

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

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

STANDARDS FOR COMPLETION - PRIMARY

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

3. Students will be required to present materials to the group at large twice during the study of each curriculum area at Evaluation Circles, as well as demonstrate the ability to verbally explain the rationale of the materials and an understanding of the area of study. These presentations will be evaluated by the faculty.
4. Illustrated Curriculum Manuals must be completed for each subject area mentioned above, as well as Manuals for Psychology, Philosophy and Classroom Management. These Manuals must be submitted for evaluation and corrected if necessary.
5. Teacher-made materials are required for the Cultural Subjects, Language Development and Mathematics portion of the course. These include, but are not limited to:
    a. Land and Water Form pans and cards
    b. Peoples of the World Prototypes
    c. Fundamental Needs of Humans Chart & Card Collection
    d. Music Clapping Charts
    e. Art Card Collection
    f. Leaf Collection Cards
    g. Classified Cards for Parts of the Plant
    h. Classified Cards for Parts of the Root
    i. Classified Cards for Parts of the Leaf
    j. Classified Cards for Parts of the Flower
    k. Classified Cards for Parts of the Fish
    l. Classified Cards for Parts of the Amphibian
    m. Classified Cards for Parts of the Reptile
    n. Classified Cards for Parts of the Bird
    o. Classified Cards for Parts of the Mammal
    p. Object Box
    q. Article Box
    r. Preposition/Conjunction Vase of Flowers
    s. Logical Adjective Game
    t. Verb Cards and Verb Command Cards
    u. Logical Adverb Game
    v. Reading Practice Materials
    w. Classified Language Pictures (basic, 3-part cards)
    x. Fraction Charts: Fraction Families, Equivalents to ½, Equivalents to 1/3, ¼, 1/5
    y. Parallel Exercise Chart
6. Three written examinations during the Psychology and Philosophy portions of the course must be completed successfully.
7. Students must make a Developmental Chart and a Timeline
8. Research papers on five educator/child psychologists and five philosophers are required.
9. Twenty hour-long classroom observations must be documented and discussed.
10. Book of Quotations for all required reading.
11. Students must create their own State of CA Title 22 binder, as well as create their ideal classroom floor plan and a parent night lecture.
12. Students must attend a minimum of 6 hours of OWM student parent/teacher conference.
13. A ten-month long supervised internship in an approved classroom, working at least five mornings a week is required. Interns will be evaluated three times, at least twice by their supervising teacher and at least once by a field supervisor.

GRADING

Presentations, papers, albums and materials are evaluated by faculty. Students will be given marks of completion, as well as qualitative instructor feedback, on all assignments. Students will also receive and provide peer feedback on class presentations. Students are spoken to as a group about the general performance after each presentation or test. Students are spoken to privately at the initiation of the student or the request of the instructor.

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

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

A+	**4.3**
A	**4.0**
A-	**3.7**
B+	**3.3**
B	**3.0**
B-	**2.7**
C+	**2.3**
C	**2.0**
C-	**1.7**

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

CIRCLE EXAM – TESTING POLICY

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

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

PLAGIARISM

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

Academic dishonesty includes, but is not limited to, cheating on exams, interfering with grading or plagiarism. Plagiarism is presenting the language, thoughts, ideas or expressions of another as your own, or using another person's ideas without giving proper credit. According to research done by the Health Informatics Department at the University of Chicago, some common forms of plagiarism are submitting someone else's work as your own, improper or incomplete citations, using quotations without citing the source, relying too heavily on other people's work, and/or failing to bring original thoughts into the student's body of work. If you continue to be uncertain about the definition of academic dishonesty or plagiarism, please inquire with us or visit https://en.wikipedia.org/wiki/Plagiarism.

ADMISSION REQUREMENTS AND PROCEDURE

Maria Montessori Teacher Training Center (MMTTC) evaluates applicants without discrimination on the basis of race, color, sex, sexual orientation, national origin, religion, or other status protected by applicable law.

Admission Requirements

Applicants must provide documentation demonstrating an educational background sufficient for successful participation in the Montessori Teacher Training Program.

This requirement may be satisfied by one of the following:

- A high school diploma or recognized equivalent; or
- Postsecondary educational documentation, such as an official college or university transcript, demonstrating successful completion of college-level coursework acceptable to MMTTC.

Applicants who completed their education outside the United States may be required to provide a foreign credential evaluation or certified English translation when necessary to establish the level and authenticity of their educational credentials. The applicant is responsible for obtaining all required evaluations and translations and for all associated costs.

A bachelor's degree is preferred but is not required for admission.

MMTTC does not currently admit ability-to-benefit students. Applicants must meet the educational and admission requirements established by MMTTC and published in this catalog.

To apply for admission to the MMTTC Early Childhood (2.5–6) Montessori Teacher Education Program, prospective students must submit:

a. A completed MMTTC application

b. A non-refundable application fee of $50

c. A letter of intent, outlining the reasons why training is desired

d. Three references from individuals who can speak to the prospective student's character, reliability, academic experience, or professional experience. References may be submitted either as a letter of recommendation or using the MMTTC Reference Form.

e. Official transcripts from colleges or universities previously attended, if applicable.

f. Documents demonstrating either:

    a. A high school diploma or recognized equivalent; or
    b. Successful completion of college-level coursework meeting MMTTC's published admission criteria, verified by an official college or university transcript.

Applicants educated outside the United States may be required to provide a foreign credential evaluation or certified English translation to verify the level and authenticity of their educational credentials. Applicants are responsible for obtaining these documents and paying associated costs.

1. After all required application materials have been received, MMTTC will review the prospective student's application. If necessary, MMTTC will contact the applicant to schedule an interview with the Co-Director.

2. The Co-Director will evaluate the applicant based on MMTTC's published admission requirements and the information provided in the application materials, including educational documentation, letter of intent, reference, and personal interview, when applicable. The Co-Director will determine whether the applicant meets MMTTC's admission requirements and has a reasonable prospect of successfully completing the program.

3. The applicant will be notified of the admission decision. Applicants who are accepted into the program will receive written notification of acceptance and the applicable enrollment and financial documents. Applicants who are not accepted will be notified by the course administrator.

4. An accepted applicant who chooses to enroll must complete and sign the Enrollment Agreement and any other required enrollment documents. Tuition and fees must be paid in accordance with the payment option and terms selected in the Enrollment Agreement and Student Financial Agreement.

English Language Proficiency
English is the language of instruction at MMTTC. All instruction, course materials, assignments, examinations, and required coursework are provided and conducted in English. MMTTC does not offer instruction in a language other than English.

Applicants must demonstrate English-language proficiency sufficient to read and comprehend course materials, understand instruction, communicate effectively, and successfully complete the academic and practicum requirements of the Montessori Teacher Training Program.

English-language proficiency may be demonstrated by one of the following:

- A high school diploma or recognized equivalent from an institution where English was the primary language of instruction;
-
- A college degree or successful completion of college-level coursework from an institution where English was the primary language of instruction;

- A minimum TOEFL score of 80 on the Internet-Based Test (iBT) or 550 on the Paper-Based Test; or

- A minimum IELTS overall band score of 6.5.

Applicants who use an English-language proficiency examination, such as the TOEFL or IELTS, to satisfy MMTTC's English-language proficiency requirement are responsible for registering for the examination, submitting the required documentation or test results to MMTTC, and paying all associated testing and reporting fees. MMTTC does not pay or reimburse applicants for English-language proficiency testing expenses.

Applicants whose education was completed outside the United States are not required to possess a U.S. high school diploma solely for the purpose of demonstrating English-language proficiency. Applicants must, however, separately satisfy MMTTC's educational admission requirements.

Documentation used to demonstrate English-language proficiency will be maintained in the student's admissions file.

MMTTC does not provide English-as-a-Second-Language (ESL) instruction or other English-language instruction or services. Applicants who do not meet MMTTC's English-language proficiency requirement must obtain any necessary English-language instruction independently before enrollment.

ARTICULATION OR CREDIT TRANSFER AGREEMENT

MMTTC does not accept transfer credit for academic coursework completed at other institutions or through challenge examinations or achievement tests.

MMTTC does not award credit for prior experiential learning, employment experience, or other prior achievements. Because MMTTC does not award credit for prior experiential learning, there are no assessment procedures, appeal procedures, or fees associated with the evaluation or award of credit for prior experiential learning.

No part of the practicum phase may be satisfied by previous academic work, practicums, or life experience unless the adult learner is transferring directly from another MACTE-accredited teacher education program or institution at the corresponding program level into MMTTC with no time gap in training.

In such cases, the adult learner must provide official documentation of the prior training and practicum work. MMTTC will review the documentation to determine whether the prior practicum work satisfies applicable MMTTC and MACTE requirements and to determine the appropriate remaining practicum requirements for the adult learner. Acceptance of prior practicum work is not automatic and is subject to MMTTC's review and applicable MACTE requirements.

MMTTC has not entered into any articulation or transfer agreements with any college or university that provide for the transfer of credits earned in MMTTC's program of instruction.

INTERNATIONAL STUDENTS

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

ENROLLMENT DEADLINES

Deadline to enroll is one week prior to the registration date or first class meeting of any class, or until maximum enrollment has been reached, unless otherwise noted. All paperwork and payments must be received by this date. Acceptable forms of payment include electronic payments made through MMTTC's approved online payment system, personal checks payable to One World Montessori, and cash payments. Payment instructions will be provided to students by MMTTC.

MMTTC TUITION AND RELATED COSTS

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

ITEMIZATION & TOTAL TUITION FEES

Application Fee	$ 50.00	non-refundable**
Estimated Books Cost	$ 400.00	May vary based on publisher pricing and edition changed
Materials, Supplies & Workshops	$ 150.00	Approximate
MACTE Student Fee	$ 250.00	Refer to refund policy provision within this Agreement.
Student Tuition Recovery Fund Fee	$ 0.00	

Practicum Fee	$ 400.00	
Tuition (2-year program)	$ 4,000.00	Refer to refund policy provision within this agreement.

TOTAL CHARGES FOR CURRENT PERIOD OF ATTENDANCE $ 5,250.00

ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM $ 5,250.00 *

THE TOTAL CHARGES THE STUDENT IS OBLIGATED TO PAY UPON ENROLLMENT $ 450.00

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

****FEES WITH THE EXCEPTION OF THE REGISTRATION FEE (NOT TO EXCEED $250) ARE REFUNDABLE DURING THE CANCELLATION PERIOD.**

Additional Fees, as applicable: Records Search Fee: $20, Return Check Fee: $20, Late Album or Materials Correcting Fee: $75-100

Schedule of tuition charges for enrollment in the 2-year program (student to select one):

- ☐ One installment of $3,800, due on or before 9/5/2026. This includes a 5% discount for payment in full.
- ☐ Two installments of $2,000, the first due on or before 9/5/2026, and the second due on or before 9/2/2027.
- ☐ 8 Payments of $500.00, due on or before 9/5/2026. Thereafter, each payment will be due on or before the start of a new course.
- ☐ 20 monthly installments of $200. Your first monthly payment will be due on 9/5/2026. Thereafter, each monthly payment will be due on the same day of the month until 6/5/2027. Payments will resume 9/2/2027 and will continue through 6/30/2028 when there is no remaining balance.

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

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

Fee Payment Schedule

The Application Fee is due at the time of application. MACTE fees are due in September of the first year of enrollment. STRF fees are collected once for the entire period of the student's enrollment. This collection occurs on the first day of enrollment or when the first tuition payment is made. The Practicum Fee is due on the first day of the students' Practicum. *The $50 Application Fee is non-refundable. The MACTE Adult Learner Registration Fee and Practicum*

Fee are subject to the cancellation and refund provisions stated in this Enrollment Agreement and applicable California law.

The STRF assessment, if applicable, is collected at the time MMTTC collects the first payment from or on behalf of the student at or after enrollment. The STRF assessment is calculated for the entire period of enrollment, regardless of whether the student pays tuition in installments.

MACTE Adult Learner Registration Fee

The MACTE Adult Learner Registration Fee is a separate fee collected by MMTTC to cover the Adult Learner Registration Fee that MMTTC is required to remit to the Montessori Accreditation Council for Teacher Education (MACTE) when registering the student with MACTE. This fee is separate from MMTTC's application, registration, or administration fees.

If a student cancels or withdraws before the MACTE Adult Learner Registration Fee has been remitted to MACTE, the fee will be handled in accordance with MMTTC's cancellation and refund policy and applicable California law.

Once the MACTE Adult Learner Registration Fee has been remitted to MACTE, MACTE's applicable Registration Fee Transfer & Refund Policy applies to the fee as between MACTE and MMTTC. Under MACTE policy, Adult Learner fees are non-refundable and cannot be transferred to another adult learner. The student's right to a refund from MMTTC remains subject to MMTTC's cancellation and refund policy and applicable California law.

Refund Treatment of Fees

The Application Fee is non-refundable to the extent permitted by California law. The MACTE Adult Learner Registration Fee and Practicum Fee are subject to MMTTC's cancellation and refund policy and applicable California law. The STRF assessment is refundable when required under applicable California law.

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

OPTIONAL ADDITIONAL COSTS

CSUEB Credit ($150 per unit for 23 semester units) $3,450.00
(This may be changed by CSUEB with no notice) This fee is collected from each interested student by the MMTTC and sent to CSUEB at the registration for each semester. This is optional.

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

STUDENT'S RIGHT TO CANCEL

1. You have the right to cancel your agreement for a program of instruction, without any penalty or obligation, through attendance at the first class session or the seventh calendar day after enrollment, whichever is later. After the end of the cancellation period, you also have the right to stop school at any time and may be entitled to a pro rata refund in accordance with the refund policy below.
2. Cancellation may occur when the student provides a written notice of cancellation at the following address:

MARIA MONTESSORI TEACHER TRAINING CENTER
1170 FOXWORTHY AVENUE
SAN JOSE, CA 95118.
This can be done by mail or by hand delivery.

3. The written notice of cancellation, if sent by mail, is effective when deposited in the mail, properly addressed with proper postage.
4. The written notice of cancellation need not take any particular form and, however expressed, is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement.
5. If the Enrollment Agreement is cancelled within the cancellation period described above, MMTTC will refund 100 percent of the amount paid for institutional charges, less the $50 application fee, within 45 calendar days after cancellation. Any STRF assessment collected from the student will also be refunded when the student is entitled to a 100 percent refund. The MACTE Adult Learner Registration Fee is subject to the provisions described in the MACTE Adult Learner Registration Fee section of this catalog and applicable California cancellation and refund requirements.

A refund of all fees will be made if the program is discontinued, or the specific segment is cancelled or postponed. A refund of all fees will also be made if the student enrolled because of any misrepresentation in advertising, promotional materials provided by MMTTC, or misrepresentation of the program provided by MMTTC faculty members or other official representatives. **Refunds will be paid within 45 calendar days of the date of cancellation or discontinuation of the program.**

WITHDRAWAL FROM THE PROGRAM

A student may withdraw from the school at any time after the cancellation period described above and receive a pro rata refund if the student has completed 60 percent or less of the scheduled days in the current period of attendance in the program through the last day of attendance. The refund will be calculated in accordance with the Refund Policy below. Any refund due will be paid within 45 calendar days of withdrawal. If the student has completed more than 60 percent of the period of attendance for which the student was charged, the tuition is considered earned and the student will receive no refund. The MACTE Adult Learner Registration Fee is subject to the provisions

described in the MACTE Adult Learner Registration Fee section of this catalog and applicable California cancellation and refund requirements.

A student who wishes to withdraw must provide written notice to the Course Administrator. Written notice may be delivered by mail or by hand delivery to:

MARIA MONTESSORI TEACHER TRAINING CENTER
1170 FOXWORTHY AVENUE
SAN JOSE, CA 95118.

The withdrawal is effective no later than the date the written notice is received by MMTTC.

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

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

For the purpose of determining the amount of the refund, the student's last date of recorded attendance will be used to determine the portion of the educational program provided. The amount owed equals the daily charge for the program (the total institutional charge divided by the number of days in the applicable period of attendance), multiplied by the number of days the student attended or was scheduled to attend prior to withdrawal. If the student has completed more than 60 percent of the period of attendance for which the student was charged, the tuition is considered earned and the student will receive no refund.

The MACTE Adult Learner Registration Fee is subject to the provisions described in the MACTE Adult Learner Registration Fee section of this catalog and applicable California cancellation and refund requirements.

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

REFUND POLICY

Refunds for cancellation within the cancellation period will be determined under the Student's Right to Cancel section of this catalog. After the cancellation period, refunds resulting from withdrawal will be calculated using the pro rata calculation below, subject to applicable California law. **The $50 Application Fee is non-refundable. The MACTE Adult Learner Registration Fee is subject to the provisions described in the MACTE Adult Learner Registration Fee section of this catalog and applicable California cancellation and refund**

requirements. The Practicum Fee is subject to the cancellation and refund provisions stated in the Enrollment Agreement and applicable California law. If the student has not paid the tuition in full, refund amounts will be adjusted according to the amount the student has paid to date. **Any refund due will be paid within 45 calendar days of the student's cancellation or withdrawal.** The pro rata refund schedule applies to students who have completed 60 percent or less of the applicable period of attendance.

Refunds are calculated by:

(1) Determine the daily or hourly tuition charge for the program by subtracting any applicable non-refundable charges from the total institutional charge and dividing that amount by the total number of days or hours in the program.
(2) Multiply the daily or hourly tuition charge by the number of days or hours the student attended prior to withdrawal. Any days or hours prior to the student's last day of attendance for which the student was scheduled to attend but was absent will be included in the calculation.
(3)) Subtract the amount calculated in Step (2), together with any applicable non-refundable charges, from the total charges paid by the student.
(4) The remaining amount is the refund owed to the student.

MACTE ADULT LEADER REGISTRTION FEE FEE

MMTTC is required to register enrolled adult learners with the Montessori Accreditation Council for Teacher Education (MACTE) and remit the applicable Adult Learner Registration Fee. The current fee is $250 per student and will appear on the student's billing statement.

MMTTC must submit the registration list and fee to MACTE by the 15th day of the second month following the start of the academic course cycle. For a course cycle beginning in September, the submission deadline is November 15. The student's payment due date to MMTTC is specified in the Fee Payment Schedule.

For payment and refund information, refer to the MACTE Adult Learner Registration Fee section of this catalog. Refund treatment is subject to applicable California law.
For more information about MACTE, please visit www.MACTE.org.

PRACTICUM FEE

Tuition does not include charges for the Supervised Field Experience year, or Internship. The Practicum Fee covers the costs for this year which include 3 Mandatory Intern Meetings at the MMTTC campus and 3 Field Observation visits at student's practicum school site. The Practicum Fee is due on the first day of the student's internship placement and is subject to MMTTC's cancellation and refund policies and applicable California law.

STUDENT TUITION RECOVERY FUND PAYMENT

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a

California resident, or are enrolled in a residency program, and prepay all or part of your tuition. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834, (916) 574-8900 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.

3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.

4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

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

SCHOLARSHIP

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

FINANCIAL AID

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

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

ATTENDANCE/MAKE-UP POLICY

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

LATE MATERIALS POLICY

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

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

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

Late Submission Regulations

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

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

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

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

MACTE REQUIREMENTS FOR COURSE COMPLETION

MMTTC requires adult learners to complete their practicum and coursework within three years after the conclusion of their academic course cycle.

This means that the MMTTC student has three years after the completion of the two-year academic course to conclude their internship and successfully complete all materials and assignments. If a student does not satisfy this requirement, a Montessori Certificate of Completion with a MACTE seal cannot be awarded until all applicable completion requirements have been met. The student would be required to re-enroll in the MMTTC program and would be subject to applicable MMTTC course participation requirements and any additional fees disclosed in the catalog and enrollment agreement, consistent with applicable California law.

Under MACTE's current policy, the Adult Learner Registration Fee remains valid for the same program and course level regardless of the time required to complete the program. An extension

of the completion deadline or re-enrollment at MMTTC in the same course level does not, by itself, require payment of a new MACTE registration fee.

CALIFORNIA LICENSURE REQUIREMENTS

An MMTTC Primary Montessori Certificate prepares an individual to work in a Montessori classroom serving children in the 3–6-year-old age group. However, individuals working in California childcare settings may also be subject to requirements established by the California Department of Social Services (CDSS), Community Care Licensing Division, depending on the type of facility and position.

California Community Care Licensing establishes education and experience requirements for individuals working in licensed child care centers. These requirements may include 12 units of Early Childhood Education, including coursework in areas such as child development; child, family and community; and curriculum. MMTTC graduates complete coursework in these subject areas, which is reflected on the MMTTC transcript or, for students who elect the optional California State University, East Bay (CSUEB) Extension credit, on the applicable CSUEB academic record.

It is the student's responsibility to determine whether their prospective employer, licensing agency, or credentialing agency will recognize MMTTC coursework, CSUEB Extension coursework, or both for the position or authorization being sought.

While not required for all Montessori teaching positions, MMTTC strongly encourages graduates to review the Child Development Permit options available through the California Commission on Teacher Credentialing (CTC). California offers six levels of Child Development Permits. Each permit level has its own education, experience, and other eligibility requirements and authorizes the holder to perform different levels of service in child development programs. Individuals seeking a Child Development Permit are responsible for meeting the current requirements established by the CTC for the specific permit level sought.

For additional information regarding California child care licensing and personnel requirements, please visit the California Department of Social Services, Community Care Licensing Division: https://www.cdss.ca.gov/inforesources/child-care-licensing

For information regarding California Child Development Permits and current eligibility requirements, please visit the California Commission on Teacher Credentialing: https://www.ctc.ca.gov/credentials/leaflets/cl-797/

SPONSORSHIP

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

NON-DISCRIMINATION POLICY

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

SCHOOL AND STUDENT RECORDS

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

ACCESS TO RECORDS

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

CONFIDENTIALITY & PRIVACY PRACTICES

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

VIDEOTAPING POLICY

The MMTTC has a video library containing many of the materials presentations that students will be instructed in. For any material presentation video that MMTTC possesses, students will be prohibited from conducting his/her own videotaping of that presentation. The MMTTC video will be provided to the student as needed or as requested in-person, by phone (408) 414-2218 or via email teachertraining@oneworldmontessori.org. If the MMTTC does not have a material presentation video the student desires, he/she may videotape in class with the consent of the instructor. Videos should be focused on the hands of the instructor doing the presenting and avoid faces and names when possible. Any video students view, borrow, or take should be used for his or her own private use and should not be posted on the web/online for any reason. Videotaping set up should be done before class and be non-disruptive to the flow of instruction. Audio recording may be allowed with the permission of the instructor.

STUDENT RECORDS, TRANSCRIPTS, AND OUTSTANDING FINANCIAL OBLIGATIONS

MMTTC maintains student records and transcripts in accordance with applicable federal and California law, BPPE requirements, MACTE requirements, and institutional policy.
MMTTC will not withhold a current or former student's transcript because the student owes a debt to the institution, condition the release of a transcript upon payment of an outstanding balance, charge a higher transcript fee because of an outstanding balance, or otherwise use the issuance of a transcript as a means of collecting a debt.

Students remain responsible for all tuition, fees, and other financial obligations owed to MMTTC under their Enrollment Agreement and applicable institutional policies. The release of a transcript does not waive, reduce, or otherwise satisfy an outstanding financial obligation.

MMTTC reserves the right to pursue collection of unpaid balances through any lawful means available to the institution, consistent with applicable law.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

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

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

The entire MMTTC program coursework totals 23.0 CSUEB Extension semester units. Seven MMTTC classes are 3.0 semester unit classes. One MMTTC class is a 2.0 semester unit class. Students may register for all courses taken, or only ones of their chosing. As stated above, it is the student's responsibility to understand the transferrability of the CSUEB Extension units they may receive. Transferrability of credits is at the complete discretion of an instituion to which you may seek to transfer. Prior to pursing this enrollment, you should make certain that receiving these units will meet your educational goals.

Students interested in obtaining optional CSUEB units should contact the MMTTC Course Administrator for current registration information and applicable CSUEB requirements before registering and/or visit www.ce.csueastbay.edu.

ENGLISH AS A SECOND LANGUAGE (ESL)

MMTTC does not provide English-as-a-Second-Language (ESL) instruction or other English-language instruction or services. MMTTC does not offer courses in a language other than English.

Applicants must meet the English-language proficiency requirements described in the **Admission Requirements and Procedures** section of this catalog prior to enrollment.

HOUSING INFORMATION

The MMTTC does not have its own dormitory facilities. The MMTTC holds no responsibility to find housing for a student or assist a student in securing housing. Finding a place of residence in order to attend this Primary Training Program is the full responsibility of the student.

Housing is available in residential neighborhoods reasonably near the MMTTC facilities. As of September 2026, rental housing in the 95118 area is approximately $1,950–$2,805 per month for a one-bedroom unit and $2,495–$4,000 per month for a two-bedroom unit. Rental rates vary based on location, unit size, amenities, and availability.

CERTIFICATE OF COMPLETION

The MMTTC offers undergraduate level courses and awards a Certificate of Completion at the Primary Montessori level (ages 2 ½ - 6) upon completion. A Certificate of Completion is conferred by MMTTC, and approved by MACTE, upon the successful completion of the academic and internship phases and all the course components. Successful completion is defined by completing all required work as defined in the Standards of Completion portion of this catalog, and receiving a letter grade of C or better on all work and evaluations. The MMTTC offers 23.0 semester units for the academic courses and students have the option to enroll with CSU East Bay to convert these units to transferable undergraduate level units. [see NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION section for details.]

ADDITIONAL COPIES OF CERTIFICATES AND TRANSCRIPTS

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

RECORDS SEARCH

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

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

EXTENDED ENROLLMENT POLICY AND FEES

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

CSUEB GRADES - TIME EXTENSIONS

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

LEAVE OF ABSENCE

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

PLACEMENT ASSISTANCE

Although some placement assistance to graduates is offered, there is no guarantee made to the student. If a school contacts the MMTTC when they have job offers, we will note it on our website. NAMTA also issues notices of job openings, and these notices are available on NAMTA's web site at www.namta.org. Graduates make their own arrangements for employment. Employment, salary, and occupational advancement are NOT guaranteed.

DISMISSAL AND PROBATION

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

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

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

PUBLICATIONS

The MMTTC has several materials available for purchase in hardcopy form:

One World Montessori School Song Book	$20
One World Montessori School Peace Curriculum	$25 ($15 for MMTTC students)
One World Montessori School United Nations Day Curriculum	$25 ($15 for MMTTC students)

These publications can be downloaded directly from www.oneworldmontessori.org at no charge. We also have discounted access to most of the required texts through Neinhuis Montessori (our Montessori materials provider). Please contact the course administration for more information and to order books.

STUDENT RIGHTS – PROGRAM RESPONSIBILITIES

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

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

PROGRAM RIGHTS – STUDENT RESPONSIBILITIES

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

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

MMTTC SELF MONITORING

The MMTTC is constantly looking for ways to improve our program and stay up to date with all changes. Students are encouraged to dive deep into our faculty assessment forms at the end of each class to help us get a better understanding of how the program is working for them. The MMTTC meets 3 times a year to discuss feedback forms and build important conversations about Montessori learning. The staff are required to attend frequent workshops that build on our program and extend our learnings. The MMTTC administration maintains compliance with our accreditors and the state by online communication and workshops/events.

STUDENT ARBITRATION PROCEDURES

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

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

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

AREAS OF GRIEVANCE

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

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

GREIVANCE PROCEDURES BEGINNING WITH AN INTERNAL PROCESS

1. The individual initiating the complaint may first attempt to resolve it with the involved party. This solution must be acceptable to the course director if it involves any change in course requirements including assignments and attendance.

2. If no solution is reached, the complaint is then brought before the Arbitration Committee. If a hearing is deemed in order, the Arbitration Committee shall hear presentations from both sides and attempt to mediate, deciding in a solution satisfactory to both parties. If this fails, the Committee shall decide by majority vote on a binding course of action.

3. Individuals who feel the action taken by the Arbitration Committee is not appropriate may appeal to the PAMS Arbitration Committee. If a hearing is deemed in order, the PAMS Arbitration Committee shall hear presentations from both sides and attempt to mediate, deciding on a solution satisfactory to both parties. If this fails, the Committee shall decide by majority vote on a binding course of action.

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

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

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

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

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

STATEMENT OF FAIR PRACTICES*

In the area of advertising, MMTTC will:

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

In the area of finances, MMTTC will:

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

In the area of admissions, MMTTC will:

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

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

STUDENT SERVICES

At this time, we offer limited academic and career advising, access to a small library of Montessori books and other publications, as well as limited access to office equipment (copier, laminator) for the purposes of producing class-required materials. The MMTTC offers materials workshops outside of class time. The purpose of the workshop is to offer the student a chance to produce the required materials under the supervision of an approved MMTTC teacher trainer. For more information about workshops, or to ask for one to be scheduled, please contact the Course Administrator in-person, by phone (408) 414-2218 or via email teachertraining@oneworldmontessori.org

HEALTH SERVICES REFERRALS

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

MARIA MONTESSORI
TEACHER TRAINING CENTER
AT ONE WORLD MONTESSORI SCHOOL

2026 – 2027 Primary Calendar

September 2026

S	M	T	W	T	F	S
23	24	25	26	27	28	29
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

9/05 – 10/17: Practical Life

8/29: Orientation; Intro to Practical Life

9/18: Peace Day Celebration

9/21: International Peace Day Observed

2/4: Circle Exam

2/9: Circle Exam. Last Class. Albums Due. Make-up Presentations.

2/22 – 4/21: Cultural

2/22 Introduction to Cultural

2/15 – 2/19: No Class, President's Week

2nd Intern Meeting this month – date & time TBD

February 2027

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

October 2026

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

10/2: Chandi's Birthday Observed

10/17: Circle Exam

10/17: Circle Exam & Last Class. Albums Due. Make-up Presentations.

10/19 – 11/18 Sensorial

10/23: UN Day (Encouraged to attend)

3/10: Circle Exam

3/24: Circle Exam

3/16: Rebecca's Birthday

Cultural Workshop this month – date TBD

March 2027

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2026

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

11/11: No Class, Veterans Day

11/16: Circle Exam

11/18: Circle Exam & Last Class. Albums Due. Make-up Presentations.

11/23 – 11/27: No Class, Thanksgiving Break

1st Intern Meeting this month – date & time TBD

4/5– 4/9: No Class, Spring Break

4/16: Earth Day Celebration

4/21: Circle Exam. Last Class. Albums Due. Make-up Presentations

4/26 –6/21 Mathematics

4/26: Introduction to Mathematics

April 2027

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

December 2026

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

12/1 – 2/9: Language (Tentative)

12/1: Introduction to Language

12/17: Circle Exam

Administrative Check In – date & time TBD

12/21 – 1/1: No Class, Winter Break

5/3: Circle Exam

5/5: Circle Exam

5/31: Memorial Day

Mathematics workshop this month – date TBD

3rd Intern Meeting this month – date TBD

May 2027

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2027

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1/18 MLK Jr. Birthday Observed

1/19: Circle Exam

1/26: Circle Exam

Language Workshop this month TBD (4 hours)

6/21: Circle Exam. Last Class. Assignments Due.

Classes may be pushed out due to cancellations or extra time needed.

June 2027

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

Practical Life is held on Saturdays from 9am – 3:30pm. Sensorial, Cultural, and Mathematics classes are held on Mondays and Wednesdays from 4pm to 7pm.
Language classes are held on Tuesdays and Thursday from 4pm to 7pm. 9/29/2026
If there is a holiday or conflict on a scheduled class day, that class will be rescheduled to the next available day at the teacher's discretion. Class schedule is subject to change. Classes may be pushed out due to cancellations or extra time needed.

MARIA MONTESSORI
TEACHER TRAINING CENTER
AT ONE WORLD MONTESSORI SCHOOL

2027 – 2028 Primary Calendar

September 2027

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

9/2 – 11/4: Child Development and Observation (Tentative)

9/2: Orientation; Intro to Child Development and Observation

9/17: Peace Day Celebration

9/21: International Peace Day Celebrated

9/28 Essay Test

October 2027

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	31
31						

10/4: Chandi's Birthday Observed

10/12: Essay Test

10/22: UN Day (Encouraged to attend)

November 2027

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

11/2: Essay Test

11/4: Last Class. All Materials Due.

11/11: Veterans Day

11/9 – 1/13: Child, Family and Community (Tentative)

11/9: Intro to Child, Family and Community

11/22 – 11/26: No Class, Thanksgiving Break

1st Intern Meeting this month – date TBD

December 2027

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

12/5: Essay Test

12/9: Administrative Check In – time TBD

12/20 – 12/31: No Class, Winter Break

January 2028

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1/3: Essay Test

1/20: MLK Jr. Birthday Observed

1/11: Essay Test

1/13: Last Class. Essay Test. Papers Due.

1/18 - 3/16: Philosophies of Education for Peace (tentative)

1/18: Intro to Philosophies of Education for Peace

2/21 – 2/25: No Class, President's Week

2nd Intern Meeting this month – date TBD

3/2: Essay Test

3/16: Rebecca's Birthday

3/16: Presentations & Last Class. Essay Test. All Materials Due.

3/21 – 5/11: Montessori Classroom Management (Tentative)

3/21 Intro to Montessori Classroom Management

4/3 – 4/7: No Class, Spring Break

4/14: Earth Day Celebration

4/27: Instructor Led Classroom Mgmt. workshop

5/2: Presentations

5/4: Presentations

5/11: Last Class. All Materials Due.

5/29: Memorial Day

3rd Intern Meeting this month – date TBD

Classes may be pushed out due to cancellations or extra time needed.

February 2028

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

D

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2028

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

May 2028

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2028

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

Child Development, and Philosophies of Edu and are held Tuesdays and Thursdays from 4pm to 7pm. Child, Family, Community, and Classroom Management are held Tuesday and Fridays from 4pm – 7pm. If there is a holiday or conflict on a scheduled class day, that class will be rescheduled to the next available day at the teacher's discretion. Class schedule is subject to change.

MMTTC Primary Calendar Legend

- Class Days
- No Class
- Special Event Day

1770 Foxworthy Avenue
San Jose, CA 95118

408-414-2218
408-723-9443 (fax)

teachertraining@oneworldmontessori.org
mmttc-owm.org

CATALOG AND STUDENT HANDBOOK ACKNOWLEDGMENT

I, _____, acknowledge that I have received and had the opportunity to review the **2026–2027 MMTTC Course Catalog and Student Handbook**.

I understand that the Catalog and Student Handbook contains important information regarding MMTTC's academic requirements, institutional policies, student responsibilities, attendance and satisfactory progress requirements, tuition and fees, cancellation and refund policies, complaint procedures, and other policies applicable to my enrollment.

I understand that I am responsible for complying with the policies and requirements applicable to my enrollment as described in the Catalog and Student Handbook.

Student Name: _____

Student Signature: _____

Date: _____

Please sign and return this acknowledgment to the MMTTC Course Administrator.