



Dear Montessori Adult Learner,

Welcome to the Montessori Center for Teacher Development's (MCTD) Early Childhood (ages 2 ½ through 6) Teacher Education Program. We are excited to share this unique journey with you, and we are eager to give you an understanding of how you can make a difference by applying the Montessori philosophy to your daily life.

This handbook contains the information you will need in order to understand the details of the MCTD program for Montessori certification that meets the American Montessori Society (AMS) and the Montessori Accreditation Council for Teacher Education (MACTE) requirements, as well as details on your schedule, assignments, and the Practicum Phase of your training.

Upon successful completion of all requirements, we will recommend to AMS that you receive the Certificate for Montessori Early Childhood Education, *as appropriate to your background, education, and experience.*

Please let us know how we can help support you in becoming the most successful Montessori teacher possible. We look forward to working with you throughout your experiences in the MCTD program.

Sincerely,

Doreen Adamo
Program Director

Montessori Center for Teacher Development
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Morristown, NJ 07961
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Verification of MCTD Policies and Procedures

Name of Adult Learner (please print)

In signing and submitting this document, I acknowledge that I have received the *MCTD Adult Learner Handbook* and that I have attended one (1) classroom observation and a summary presentation of the *MCTD Adult Learner Handbook's* contents by the MCTD Program Director. I understand that this signed document will remain in my Adult Learner file on site at Montessori Center for Teacher Development.

In addition, I understand that I am responsible for reading and familiarizing myself with all the contents of the *MCTD Adult Learner Handbook*, as well as reading *The Hidden Hinge* by Rosa Packard prior to the start of Academic Phase I.

Signature

Date

Section I:
About Montessori Center for
Teacher Education (MCTD)



**The Montessori Children’s Academy
and
Montessori Center for Teacher Development:
Our History**

“The secret to good teaching is to regard the child’s intelligence as a fertile field in which seeds may be sown to grow under the flaming heat of imagination.”

~Dr. Maria Montessori

The Montessori Children’s Academy (MCA) opened the doors of its Madison, New Jersey, campus to 45 students in September 1999. Rapid successful growth necessitated the addition of more classes and brought the number of children enrolled to more than 100 by the following year. As enthusiasm for traditional Montessori programs continued, MCA opened another campus in the adjoining town of Chatham at the start of the 2003 school year. Shortly after the addition of the Chatham campus, the decision was made to introduce an elementary program so that MCA could fulfill the wishes of its parents for an educational path that went beyond its toddler through kindergartener offerings.

MCA expanded once again in another neighboring community in 2007, when it opened its largest educational facility in Short Hills. In 2010, it relocated the Madison campus to a brand-new and much larger facility in Morristown. In 2011, looking again to expand its base offerings, MCA, through its subsidiary company MCA for Creative Learning (CL), began offering therapeutic speech/language and occupational therapy services to those children that would benefit from including that additional support as part of their education.

In 2012, MCA partnered with LEAF Approach to Enrichments (LEAF) and can now offer a wide range of enrichments for all ages within the communities it serves. The very young are taught with morning parent/child classes, school-age children are offered programs after their regular sessions end, and evening/weekend classes are geared primarily toward adults. All of these add-on programs are based on the Montessori approach to learning.

Most recently, MCA introduced its own Teacher Education Program, which is intended to help fill the ever-increasing need for quality Montessori educators. This newest addition to our family of programs, Montessori Center for Teacher Development (MCTD) was introduced during the summer of 2014. The program has been awarded full accreditation by the Montessori Accreditation Council for Teacher Education (MACTE) and full affiliation by the American Montessori Society (AMS).

At present, MCA serves almost 500 families and offers programs for toddlers through middle school students. The demands of today’s world make a Montessori education more important than ever before. MCA plans to be at the forefront of this approach to learning by expanding into new communities and increasing its offerings with other synergistic services, enabling MCA to be a leader in early childhood education. The Montessori Children’s Academy is affiliated with the American Montessori Society (AMS) and is also a member of the New Jersey Montessori Association Corporation (NJMAC).



“Our aim is not merely to make the children understand...but so to touch their imagination as to enthuse them to their inmost core.” ~ Dr. Maria Montessori

Mission Statement

The mission of MCTD is to prepare and empower adults to become highly qualified Montessori educators in a respectful and inspirational learning atmosphere. Our aim is to continue to foster the growth and development of Montessori education by assisting our Adult Learners in their endeavor to become the best trained Montessori teachers that they can be.

Philosophy

MCTD serves adults seeking certification to teach in a Montessori 2 ½ to 6-year-old program. MCTD offers our Adult Learners an opportunity to grow and learn within a Montessori community that understands that the lives of the children we will serve are ever-changing. As a community growing from The Montessori Children’s Academy schools that preceded MCTD, we have – for over a decade – developed strong relationships with experts in various fields. As a school, The Montessori Children’s Academy is committed to the professional development of our faculty, and as such, offers ongoing Continuing Education seminars and reputable Parent Education Workshops. At MCTD, we believe that learning and deepening your knowledge never ends.

Our goal is to create strong teachers and leaders with meaningful learning experiences while:

- Respecting and following the needs of each Adult Learner’s individual process of development.
- Providing opportunities for active Adult Learner participation with discussions, written assignments, hands-on activities, creation of albums, and ongoing observations and reflections.
- Allowing all involved to thrive in a positive atmosphere with ample opportunities for constructive criticism and ongoing self-evaluation.

Our Adult Learners will work collaboratively with their fellow learners, gaining an understanding that building a Montessori community within the classroom assists in fostering the spirit of Montessori education into the greater society. Starting within each individual, Montessori’s goals for order, beauty, and peace ultimately extend into the worlds of our children and into the future. The core of our MCTD program fosters balance and growth academically, socially, and emotionally, while respecting and nurturing the spirit of our Adult Learners.

Location and Training Facility

MCTD is located within the campus of The Montessori Children’s Academy at 6 Kahn Road, Morristown, New Jersey. MCTD Adult Learners have access to beautiful Montessori classroom environments complete with the required Montessori materials and real-life classroom setting



observation opportunities. Montessori teaching resources – including 3-year curriculum ideas and material-making extension resources in all areas, as well as articles, books, and DVDs from well-known Montessori speakers and AMS conferences – are readily available for our Adult Learners’ usage. Our training facility is easily accessed from Routes 287, 78, and 24 and is conveniently located near New Jersey Transit train and bus routes. Nearby are the villages of Morristown, Madison, Chatham, and Summit, as well as The Madison Hotel, Morristown Memorial Hospital, and the Mall at Short Hills.

Accreditation and Memberships

The Montessori Center for Teacher Development (MCTD) holds full affiliation by the American Montessori Society (AMS) and full accreditation by the Montessori Accreditation Council for Teacher Education (MACTE) for its Early Childhood Teacher Education Program. All guidelines for our program have been specifically designed to abide by MACTE and AMS requirements and aim to provide a rigorous and thorough Montessori training experience.

Section II: Program Details



Credentials Offered at MCTD

MCTD provides Adult Learners with the opportunity to receive an AMS Credential at the appropriate level based on the Adult Learner's completion of the teacher education program and his or her educational background. After completing the MCTD Academic and Practicum Phases, the Adult Learner is recommended by the MCTD Program Director to AMS as a candidate to receive an AMS Credential. Ultimately, AMS evaluates the Adult Learner's information from MCTD, and AMS issues the appropriate Montessori credential.

As stated in the *AMS Handbook for Teacher Education Program Affiliation*, Adult Learners may earn the following credentials:

- ***AMS Early Childhood Full Credential*** (2 ½ through 6-year-olds) is for Adult Learners with a minimum of a bachelor's degree from an accredited U.S. college or university or its equivalent. Adult Learners with a college degree from outside the US may earn this credential if a credential evaluation verifies that the degree is equivalent to that of a U.S. 4-year degree from an accredited college or university. The credential evaluation must use a NACES member organization (www.naces.org).
- ***AMS Associate Early Childhood Credential*** is for Adult Learners without a bachelor's degree but with a high school diploma from a recognized secondary school or GED, *or* for those whose credentials are not verified as equivalent to a U.S. 4-year degree from an accredited college or university.

Because local and state regulations for the qualifications necessary for employment as an Early Childhood teacher vary, our Adult Learners must recognize that an Associate Credential may limit their employment opportunities. AMS strongly encourages holders of the Associate Credential to obtain a bachelor's degree within 7 years of receiving the AMS Associate Early Childhood Credential.

- ***AMS Non-U.S. Credential*** is for Adult Learners holding a bachelor's degree from an institution outside of the U.S. that ***has not*** been considered the equivalent of a 4-year bachelor's degree from an accredited US college or university by an accepted credential evaluation service, if the degree is recognized in the issuing country as meeting the national standards. This credential will state the degree and the country from which it was awarded.

Course Overview

MCTD's program involves three educational phases for our Adult Learners. These include:

- **Academic Phase I** in the form of a 4 week summer session;
- **Academic Phase II**, which consists of evening and weekend classes over the course of a school year; and
- **Practicum Phase**, where Adult Learners work in approved Montessori classrooms for a school calendar year to gain a full understanding of theory in practice, so as to prepare the Adult Learner to take on his or her own Montessori teaching responsibilities once certified.



Instructor to Adult Learner Ratio

On average, MCTD anticipates 8-10 Adult Learners per cohort, therefore maintaining between an 8:1 and 10:1 ratio. MCTD is committed however, to running the program with as few as 4 Adult Learners (or whatever minimum is allowed by AMS and MACTE), therefore lowering the candidate to instructor ratio.

Course Instructors

The instructors at the Montessori Center for Teacher Development (MCTD) are all educational professionals, and they come to us with diverse backgrounds and a wide range of teaching experience. What they all have in common is a passion for teaching, a belief in the Montessori Method, and a desire to make a difference in the way our Adult Learners will be prepared to run their classrooms in the future. They all meet the rigorous standards that have been established by both the American Montessori Society (AMS) and the Montessori Accreditation Council for Teacher Education (MACTE) for the areas in which they will be teaching. Most of our Montessori Instructors come to MCTD having taught for many years at one of the campuses operated by *The Montessori Children's Academy* (MCA), which is the educational institution responsible for establishing MCTD.

These Montessori professionals are supported in their teaching endeavors by a group of guest lecturers, all of whom are considered leaders in their own fields of expertise. The varied backgrounds these experts bring to the MCTD teacher education program include child development, educational management, and a wide range of child-based therapeutic offerings. These specialists have had a long-term relationship with MCA, and as such, have been specifically chosen for their roles as instructors for MCTD.

Our current MCTD staff includes:

- **Doreen Adamo** - *Program Director/Course Instructor* (EC Student Teaching Seminars) Doreen originally began her professional career in Graphic Design, after graduating with a Bachelor of Fine Arts from Pratt Institute. This love of the visual arts continued as she brought her creativity into the classroom. She holds both an NCME and an AMS certificate in Early Childhood (ages 2 ½ - 6) from the Christopher Academy Teacher Education Program. Doreen has taught in Montessori classrooms for over 16 years and is presently a 3-6 Head Teacher with The Montessori Children's Academy. Additionally, she has been a Field Supervisor for Montessori Interns and has taught Classroom Management courses to Adult Learners, as well. When not busy with her Montessori school responsibilities, Doreen supports her children in many school and sporting activities. Her hobbies include collecting antiques, photography, knitting, and refinishing furniture.
- **Sujatha Alladi** – *Course Instructor* (EC Math) Sujatha has been in the field of Montessori Education for over 15 years. She has a Master of Arts in education from Endicott College, a Montessori certification in Early Childhood from the St. Nicholas Training Center in London, and Elementary 1 and 2 certifications from The Institute for Montessori Education



in New Zealand. In addition, she has completed the AMS approved training for Early Childhood through the Montessori Teacher Training Institute. Sujatha has presented numerous Parent Education workshops and has also attended various seminars on topics such as ABA, Selective Mutism, Autism, and ADHD. She is trained in the Orton-Gillingham reading technique and has a passion for being able to utilize the Montessori Method with children who have learning challenges. In her free time, Sujatha enjoys reading, needlepoint, gardening, running marathons, and making her own soaps and aromatherapy products.

- **Bernadette Fasolas** - *Assistant Program Director/Course Instructor* (EC Student Teaching Seminars) Bernadette has been a Montessori educator since 1999. Currently, she is both a 3-6 Head Teacher and the Assistant to the Director of Montessori Development at The Montessori Children's Academy. She was also instrumental in the planning and development of the MCTD teacher education program. Bernadette holds her Early Childhood NCME Montessori certification from the Christopher Academy Teacher Education Program, as well as an associate degree in science from Elizabeth General Medical Center School of Nursing and Union County College. In addition to walking and reading for enjoyment, Bernadette treasures the time she spends with her husband and daughter, and she enjoys cooking for her family and friends, especially during the holidays.
- **Deborah Currey** – *Guest Lecturer* (EC Cultural Studies II: Art) Deborah holds her Early Childhood credentials for ages 2 ½ - 6 from NAMC. She has been a teacher at The Montessori Children's Academy for the past 12 years, where she is currently a Head Teacher teaching a 3-6 class and Kindergarten, as well as Art in MCA's Elementary Program. Prior to joining MCA, Deborah owned a mural painting business and taught at Creative Hands Art Studio & Atelier, instructing children 2 ½ - 7 years old. She enjoys reading a good book on the beach, painting, music, and cooking. Deborah also loves spending quality time with her two daughters and her husband. She's very excited to be sharing her passion and enthusiasm with the Adult Learners of MCTD.
- **Nick DiGiacomo** – *Guest Lecturer in Residence* (EC Student Teaching Seminar) Nick holds a bachelor's degree in accounting and finance, and established a highly successful career spanning three decades as a corporate executive, holding such positions as COO and CFO for Fortune 500 companies. During his tenure as an industry leader, he was responsible for managing 40 offices comprising over 1,600 employees. His multi-faceted expertise also included winning state contracts and meeting various state licensing requirements. In 1999, Nick founded The Montessori Children's Academy, holding the positions of President and Corporate Treasurer. In this capacity, he is responsible for determining the growth, direction, and vision for all seven business units that comprise MCA's structure, and in addition, is responsible for the overall operations of the organization. Since its inception seventeen years ago, MCA has continuously grown from one small school in Madison, NJ, to three preschools/kindergartens, an elementary through middle school, an enrichment company, a not-for-profit organization that provides therapeutic services, and Montessori Center for Teacher Development. Nick also co-presented a workshop on *Leadership* at the 2015 annual AMS conference. Nick enjoys relaxing with his wife, winning bids on *eBay*, and cooking.



- **Tori Inkley** - *Guest Lecturer in Residence* (EC Student Teaching Seminar) Tori holds a Bachelor of Arts in psychology, earned her Master of Education in school psychology from James Madison University, and did her post-graduate work in educational administration at San Diego State University. She was a School Psychologist and Director of Special Education for six years at several school districts in Southern California before relocating to New Jersey. While raising her oldest two children and substituting as a School Psychologist, Tori became interested in Montessori education. She served as the Director of her oldest daughter's Montessori preschool before joining The Montessori Children's Academy in 2000. Over the course of the last 17 years with MCA, Tori has served as an Assistant Director, Director, Senior Director, and for the last five years as the Executive Director. She has also co-presented workshops on both *Team Building* and *Leadership* at annual AMS conferences. Tori is thrilled to give back to the Montessori community through her involvement with MCTD and enjoys playing a small role in the education of our future teachers. In her spare time, she loves being with her family, which includes two college graduates and a Montessori 8th grader.
- **Kelly McGlasson** – *Course Instructor* (EC Child Development) Kelly earned a Master of Science in child development with a specialization in early intervention from the Erikson Institute, in cooperation with Bank Street College. She has been working with young children and their families for over 20 years. Kelly has had the opportunity to work in a variety of settings with both typically-developing and developmentally-delayed children ranging in age from birth to seventeen years. For nine years, she served as a Developmental Specialist and Behavior Therapist for Missouri's First Steps program. Since the 2010-2011 school year, Kelly has been a Head Teacher and Program Specialist for The Montessori Children's Academy, serving both Early Childhood and Elementary programs. In addition to teaching, she has been responsible for assessing children throughout The Montessori Children's Academy's three campuses. Kelly's knowledge and resources have enabled her to provide teachers with strategies to help students exhibiting speech/language, physical, cognitive, and/or social delays achieve success in the classroom. In her "non-teaching time", Kelly enjoys reading and relaxing with her dogs.
- **Camilla Nichols-Uhler** – *Course Instructor* (EC Student Teaching Seminars) Camilla earned her Nursery and Infant Certification in Early Childhood from the University of Lund in Sweden, where she was also born and raised. She began her teaching career in 1994 after receiving her Birth-6, as well as her 6-9 Montessori certifications from St. Nicholas Centre in London, England. With a passion for teaching and traveling, Camilla has since taught in Asia, Europe, and North America. She joined The Montessori Children's Academy in 2005 and is currently a 3-6 Head Teacher, as well as the Director of Montessori Development. In her role as Director of Montessori Development, Camilla hosts Parent Education Workshops and conducts Staff In-Services, in addition to ensuring the adherence of the school's programs to traditional Montessori Methodology. Camilla has been responsible for spearheading the development of the MCTD teacher education program and continues to act as advisor to the MCTD administration. Outside the classroom, Camilla loves the outdoors, hiking, her involvement in Girls on the Run, and spending time with her husband and four children, all four of whom attended The Montessori Children's Academy.



- **Jacqueline Pisciotto** – *Course Instructor* (EC Practical Life) Jacqueline graduated with a Bachelor of Arts in business management from Kean University. She received her Montessori Certificate in Early Childhood from Princeton Center for Teacher Education. Jacqueline has been at The Montessori Children’s Academy since 1999, and a Head Teacher since 2000, where she has taught a 2 ½ - 3 ½ class, a 3-6 class, Kindergarten, and numerous enrichment programs. A fitness enthusiast, Jacqueline designed the curriculum for MCA’s Kindergarten Physical Education program and taught PE for 5 years. In addition, she presented a movement workshop at a past NJMAC conference. Jacqueline is married with three young adult sons, and in her free time she enjoys reading, gardening, crocheting, woodworking, and making lamps.
- **Anshula Sarkar** – *Course Instructor* (EC Language) Anshula attended the prestigious St. Xavier's College in India from where she graduated with a BA in economics. She received her Montessori certification in Early Childhood from Princeton Center for Teacher Education. Anshula is currently Head Teacher in a 3-6 class at The Montessori Children’s Academy. She holds a specific interest in literacy awareness in young children. Anshula studied fine arts in India, is trained in classical Indian dancing and singing, and continues to take vocal lessons in Indian music. She is an organizer and active participant in numerous cultural events throughout New Jersey and enjoys reading, traveling, collecting folk art from around the world, and spending time with her husband, friends, and family.
- **Gioia Ann Tripicchio** – *Course Instructor* (EC Montessori Philosophy; EC Cultural Studies I: Physical and Life Science/Social Studies; EC Sensorial) Gioia holds her Montessori Associate Early Childhood credential for ages 2 ½ - 6 from the Christopher Academy Teacher Education Program and a certificate from the Children’s Care-Giver Program through Union County College. She has been a Montessori teacher since 2005 and is currently pursuing a degree in Special Education from Caldwell College. Gioia is presently a 3-6 Head Teacher at The Montessori Children’s Academy, where she has been teaching since 2008. Gioia has a special interest in dance, particularly ballet, and enjoys participating in dance classes and spending quality time with her two sons (former Montessori students).
- **Marco Vergara** - *Guest Lecturer* (EC Cultural Studies II: Music/Movement) Marco is a graduate of California State University, with a bachelor’s degree in music. As a music teacher, he has taught at several schools, including The Montessori Children’s Academy and the Willow School, and has developed a deep appreciation for the Montessori methodology. In addition, Marco owns and operates his own music school, where he provides private instruction to both adults and children. He is certified by the State of New Jersey as a Teacher of Music, and is a member of the National Association of Music Educators, the American Choral Directors Association, and the National Association of Teachers of Singing. Marco resides in New Jersey with his wife and four young children. He is also a proud Montessori father.



Course Schedule for the Current Cycle

Academic Phase I Summer Session Date	Curriculum Area	Contact Hours	Class Times
June 26 2017	Child Development	8.00	8:00am - 5:30pm
June 27, 2017	Child Development	8.00	8:00am - 5:30pm
June 28, 2017	Child Development	8.00	8:00am - 5:30pm
June 29, 2017	Child Development	8.00	8:00am - 5:30pm
June 30, 2017	Montessori Philosophy	8.00	8:00am - 5:30pm
July 5, 2017	Montessori Philosophy	8.00	8:00am - 5:30pm
July 6, 2017	Montessori Philosophy	8.00	8:00am - 5:30pm
July 7, 2017	Montessori Philosophy	8.00	8:00am - 5:30pm
July 10, 2017	Practical Life	7.50	8:00am - 5:00pm
July 11, 2017	Practical Life	7.50	8:00am - 5:00pm
July 12, 2017	Practical Life	7.50	8:00am - 5:00pm
July 13, 2017	Practical Life	7.50	8:00am - 5:00pm
July 14, 2017	Practical Life	7.50	8:00am - 5:00pm
July 17, 2017	Sensorial	8.00	8:00am - 5:30pm
July 18, 2017	Sensorial	8.00	8:00am - 5:30pm
July 19, 2017	Sensorial	8.00	8:00am - 5:30pm
July 20, 2017	Sensorial	8.00	8:00am 5:30pm
July 21, 2017	<i>Student Teacher Seminar</i> Administration/Writing	4.00	8:00am – 1:15pm
July 21, 2017	Sensorial	3.00	1:15pm - 4:30pm

Academic Phase II Date	Curriculum Area	Contact Hours	Class Times
September 9, 2017	Language	8.50	8:00am - 6:00pm
September 10, 2017	Language	3.75	9:00am - 1:00pm
September 23, 2017	Language	8.50	8:00am - 6:00pm
September 24, 2017	Language	3.75	9:00am - 1:00pm
October 14, 2017	Language	8.50	8:00am - 6:00pm
October 15, 2017	Culture I	3.75	9:00am - 1:00pm
October 25, 2017	Culture I	3.00	7:00pm - 10:00pm
November 1, 2017	Culture I	3.00	7:00pm - 10:00pm
November 11, 2017	Culture I	8.50	8:00am - 6:00pm
November 12, 2017	Culture I	3.75	9:00am - 1:00pm
December 2, 2017	Culture I	5.75	8:00am - 3:00pm
December 2, 2017	<i>Student Teaching Seminar</i> Observation	3.00	3:00pm - 6:00pm
December 3, 2017	<i>Student Teaching Seminar</i> Observation	3.75	9:00am - 1:00pm
December 4, 2017	<i>Student Teaching Seminar</i> Observation	3.00	8:30am - 11:30am
December 6, 2017	<i>Student Teaching Seminar</i> Observation	3.00	7:00pm - 10:00pm
January 6, 2018	Math	8.50	8:00am - 6:00pm
January 7, 2018	Math	3.75	9:00am - 1:00pm
January 17, 2018	Math	3.00	7:00pm - 10:00pm
January 27, 2018	Math	8.50	8:00am - 6:00pm
January 28, 2018	Math	3.75	9:00am - 1:00pm
February 10, 2018	Math	8.50	8:00am - 6:00pm
February 11, 2018	Math	3.00	9:00am - 12:00pm
March 7, 2018	Math	3.00	7:00pm - 10:00pm
March 17, 2018	<i>Student Teaching Seminar</i> Parent Involvement	7.50	8:00am - 5:00pm
March 18, 2018	<i>Student Teaching Seminar</i> Parent Involvement	3.75	9:00am - 1:00pm
April 11, 2018	Cultural Studies II	3.00	7:00pm - 10:00pm
April 14, 2018	Cultural Studies II	8.50	8:00am - 6:00pm



Academic Phase II Date	Curriculum Area	Contact Hours	Class Times
April 15, 2018	Cultural Studies II	4.50	9:00am - 1:45pm
May 2, 2018	Cultural Studies II	3.00	7:00pm - 10:00pm
May 5, 2018	Cultural Studies II	8.50	8:00am - 6:00pm
May 19, 2018	<i>Student Teaching Seminar</i> Classroom Management	7.50	8:00am - 5:00pm
May 20, 2018	<i>Student Teaching Seminar</i> Classroom Management	3.75	9:00am - 1:00pm
June 9, 2018	Practice		
June 10, 2018	Review		
June 16, 2018	Written Exam	0	9:00am
June 2019	Practical Exam	0	9:00am

* This calendar is tentative and subject to change.



Early Childhood Course Description Summaries

Academic Phase I: June - July

Summer Session

- **Montessori Philosophy:** This course will present a series of lectures, discussions, and media about the historical perspective and key components of the Montessori Method through Maria Montessori's writings. Focus will be on the nature of young children, the absorbent mind, sensitive periods, spiritual and moral development, freedom and independence, the prepared environment, the role of the directress, and the process of normalization.

Requirements: Each Adult Learner will be required to compile a Montessori Philosophy Resource Album, prepare short essays related to the course themes and a timeline of Maria Montessori's life and work, and complete a written exam.

- **Child Development:** Adult Learners will study the basic theories and stages of child development as outlined in the works of major child development theorists. Coursework will highlight the physical, cognitive, emotional, and social development of children. Guest lecturers will present current research on child development. In addition to class meetings, Adult Learners will participate in role-playing and observation of child development through videos and in real classroom settings.

Requirements: Each Adult Learner will be required to compile a Child Development Resource Album, research one (1) of the seven (7) child development theorists studied and present findings in class, compile an age comparison chart for 2 ½- to 6-year-olds, write two (2) essays, and complete a written exam.

- **Sensorial:** This course emphasizes the use of the Sensorial materials and strengthens the Adult Learner's understanding of both the education and refinement of the senses. The topics will include: visual, auditory, kinesthetic, gustatory, olfactory, and stereognostic senses. Adult Learners will have ongoing opportunities to enhance their understanding through hands-on use of Sensorial materials.

Requirements: Each Adult Learner will practice with the Montessori Sensorial Materials and will be required to compile an Early Childhood Sensorial Resource Album, create Sensorial materials and detailed lesson plans, develop a thoughtful theory and purpose paper, and complete written and practical exams.

- **Practical Life:** This course will explore the philosophy and rationale of Practical Life and everyday living. Adult Learners will broaden their understanding of the care of self, care of environment, grace and courtesy, and control of movement.

Requirements: Each Adult Learner will practice with the Montessori Practical Life Materials and will be required to compile an Early Childhood Practical Life Resource Album, create Practical Life materials and detailed lesson plans, develop a thoughtful theory and purpose paper, and complete written and practical exams.



- **Student Teaching Seminar - Administration:** This course will give our Adult Learners an overview of licensing requirements for school programs, day-to-day administrative issues, organizational structure of schools, budgeting, the role of consultants, and accreditation.

Requirements: In addition to active class participation, each Adult Learner will write a short essay on the main topics covered in this Student Teaching Seminar (Administration). Each Adult Learner will also add to his or her STS Resource Album, incorporating handouts received during this STS component and materials shared by/with other Adult Learners or MCTD Instructors.

Academic Phase II: September - June

Academic Year

- **Language:** This course will introduce our Adult Learners to the developmental needs of the young child within the scope and sequence of the Montessori Language Materials. Topics include receptive and expressive language, visual and auditory perception training, vocabulary development, pre-reading activities (e.g., Sandpaper Letters, Movable Alphabet, Metal Insets, etc.), reading, writing, functions of words, children's literature, and drama. Hands-on practice will be offered in all areas.

Requirements: Each Adult Learner will practice with the Montessori Language Materials and will be required to compile an Early Childhood Language Resource Album, produce a Language material, develop a thoughtful theory and purpose paper, and complete written and practical exams.

- **Cultural Studies I:**

In the *Physical and Life Science* component of Cultural Studies I, Montessori's theory of the interrelated curriculum joins biology, history, science, and geography as holistic "Cosmic Education." Activities are demonstrated that focus on the characteristics, parts, and classification of plants and animals, as well as simple science experiments that children can do independently.

In the *Social Studies* component of Cultural Studies I, history and geography are explored under the general category of Social Studies. Adult Learners will explore the many ways children can learn about the world's cultural diversity and physical geography. This includes land and water forms, globes, maps, and flags. History includes time, calendar, seasons, and personal history.

Requirements: Each Adult Learner will practice with the Montessori Cultural Materials and will be required to compile an Early Childhood Cultural Studies I Resource Album, create one (1) Cultural Studies I material and detailed lesson plan, develop a thoughtful theory and purpose paper on "Cosmic Education", and complete written and practical exams.

- **Student Teaching Seminar - Observation:** As part of our Student Teaching Seminars, and in order to prepare our Adult Learners for assignments required during the Practicum Phase, the importance of observation in a Montessori classroom will be stressed. Observation techniques and record keeping strategies will be presented.

Requirements: Each Adult Learner will be required to participate in nine (9) observations (eight in Montessori classrooms and one in a traditional early childhood classroom) and will complete written observation forms specifically designed to develop and assess observation skills. Each Adult Learner will also compile an Observation Resource Album.

- **Mathematics:** This course examines the fascinating Montessori Math Materials and focuses on the development of the child's mathematical mind. Adult Learners will be introduced to the concepts of numeration, linear counting, the decimal system, the four basic operations in math, fractions, and memorization of basic arithmetic facts.

Requirements: Each Adult Learner will practice with the Montessori Math Materials and will be required to compile a Math Resource Album, create one (1) Math material and detailed lesson plan, develop a thoughtful theory and purpose paper on mathematics in the Early Childhood Montessori classroom, and complete written and practical exams.

- **Student Teaching Seminar - Parent Involvement:** This course, also incorporated into our Student Teaching Seminars, enhances the Adult Learner's understanding of the Parent-Teacher-Child relationship and the importance of mutual trust, respect, and communication. The instructor will, through role play and dialogue, present various models for Parent-Teacher interactions, including parent meetings, telephone calls, and how to conduct successful Parent-Teacher conferences.

Requirements: In addition to active class participation, each Adult Learner will write a short essay on the main topics covered in this Student Teaching Seminar (Parent Involvement). Each Adult Learner will also add to his or her STS Resource Album, incorporating handouts received during this STS component and materials shared by/with other Adult Learners or MCTD Instructors, and resources gathered during school observations.

- **Cultural Studies II:**

The *Art* component of Cultural Studies II presents our Adult Learners with creative resources to assist them in preparing a classroom art environment for ages 2 ½ to 6 years. Guidance in how to open up a child's naturally curious and creative mind is offered through the use of quality art materials, the study of renowned artists, and appreciation of the process of creative expression.

The *Music and Movement* component of Cultural Studies II is designed to give Montessori teachers an overview of what is most important to children in music and movement from ages 2 ½ to 6 years, regardless of previous experience. Tools for



engaging young children in this important area of self-expression will be shared throughout the course. Areas covered are: philosophy, singing, rhythmic skills, music appreciation, body awareness, locomotor skills, stationary and line activities, and the importance of movement in the classroom.

Requirements: In addition to active class participation, each Adult Learner will be required to compile an Early Childhood Cultural Studies II Resource Album, develop a thoughtful theory and purpose paper, and complete written and practical exams.

- **Student Teaching Seminar - Classroom Leadership/Management:** This course, which is incorporated into our Student Teaching Seminars, presents the importance of classroom management and how to implement the Montessori principles in a classroom setting. Adult Learners will gain understanding of the importance of the prepared environment and observation. Additionally, they will engage in discussion of curriculum planning and scheduling, student assessment, discipline and conflict resolution, and communication.

Requirements: In addition to active class participation, each Adult Learner will write a short essay on the main topics covered in this Student Teaching Seminar (Classroom Leadership/Management). Each Adult Learner will also add to his or her STS Resource Album, incorporating handouts received during this STS component and materials shared by/with other Adult Learners or MCTD Instructors, and resources gathered during school observations.

* The Course Syllabi Packet will be mailed to the Adult Learner upon acceptance into the MCTD training program. The packet will include full course descriptions and requirements. The Course Syllabi Packet should be retained by the Adult Learner and kept in a binder to use as a reference for course information throughout the program.

Practicum Phase: September - June

The Practicum Phase engages the Adult Learner in a supervised student teaching experience within a fully equipped, Montessori Early Childhood Environment serving children ages 2 ½ to 6 years. It is during the Practicum Phase that the Adult Learner has the opportunity to incorporate the Montessori philosophy and teachings into the daily practice of a Montessori classroom under the guidance of a seasoned Montessori Supervising Teacher. **Adult Learners take on additional responsibilities throughout the course of the Practicum Phase, but are at no time fully responsible for the class and will at all times have the Supervising Teacher available in the Practicum classroom setting.** The Practicum Phase, which typically occurs in the second year of the program, consists of a minimum of 540 clocked hours (approximately 4 hours/day, 5 days/week) and is defined as lasting a full academic year (9 consecutive months). No part of the Practicum may precede the beginning of the Academic Phase of the MCTD training program.

MCTD requires the Adult Learner to complete both Academic Phase I and Academic Phase II prior to entering the Practicum Phase. No Adult Learner may enter into the Practicum Phase without having a C average or better in all Academic Phase course subjects. It is highly recommended by MCTD that during Academic Phase II, the Adult Learner find his or her own



Practicum Site. Any Adult Learner interested in a Self-Directed Internship must make a written request to MCTD's Program Director at least four (4) weeks prior to the beginning of the Practicum Phase. Written requests for **all** Practicum placements **must be approved in advance by MCTD**. All internships must take place at Montessori schools in an environment that is properly prepared for children ages 2 ½ to 6 years with a full range of Montessori materials.

If the Adult Learner is completing the entire MCTD training program in one year, he or she may begin the Practicum Phase after completing Academic Phase I. The Practicum Site **must be approved by MCTD prior to starting Academic Phase I**.

Requirements: To successfully complete the Practicum Phase, our Adult Learners must:

1. Complete 540 hours of classroom experience under the supervision of a certified AMS, Association Montessori Internationale (AMI), or MACTE Early Childhood Montessori Head Teacher approved by MCTD.
2. Be observed 3 times during the Practicum Phase by an MCTD Field Consultant. Self-directed Adult Learners must be observed 6 times during this phase. Adult Learners must stay in contact with the MCTD Field Consultant at least monthly by phone or email.
3. Observe eight (8) Montessori environments for 2 ½- to 6-year-olds, of which 6 must be at a school *other than* the Adult Learner's Practicum site. Observation sites must be pre-approved by the MCTD Field Consultant.
4. Submit observational reports to either the MCTD Program Director or Assistant Program Director for review and acceptance.
5. Participate in an academic yearlong (September – June) project.

The Early Childhood Environment Philosophy and Goals

(As Outlined in the AMS Handbook for Teacher Education Program Affiliation)

A Montessori Early Childhood Environment is described as a setting for children ages 2 ½ through 6 years. The environment reflects these characteristics:

1. Curriculum materials are organized into logical groupings (e.g., by curriculum area or function)
2. Within each grouping there is a logical arrangement of the materials (e.g., by level of difficulty or sequence of skill and concept development)
3. Furnishings are of appropriate size for the children
4. The arrangement of furnishings offers a variety of activity spaces (e.g., individual or group, floor or table, noisy or quiet, active or sedentary)
5. Activity spaces and procedures are organized to avoid conflicts of interest (e.g., a noise-generating activity is far away or isolated from a quiet activity area)
6. There is provision for display of visual stimuli and children's work
7. Each activity or exercise is organized to provide purpose, procedure, closure, and opportunity for child success
8. The environment includes/offers materials and activities that encourage the full development of each child's potential. Areas include:
 - a. Concentration (i.e., the ability to maintain a sustained focus)
 - b. Observation skills
 - c. Large and small muscle coordination
 - d. The acquisition of practical skills relevant to care of self and environment
 - e. Perceptual awareness and discrimination in all sensory domains
 - f. Concepts basic to the understanding of quantitative relationships (e.g., one-to-one correspondence, the ability to recognize and identify the attributes of objects, class inclusion, equivalence, number, numeration, place value, arithmetical operations)
 - g. Experiences basic to participating in multiple language communities, including experiences in listening, talking, writing, reading, and thinking
 - h. Experience in self-expression through the visual arts, music, movement, and drama
 - i. Experiences leading to an understanding of nature and the physical universe
 - j. Experiences leading to an understanding of the social sciences
 - k. Experiences with critical thinking skills and problem-solving techniques (i.e., questioning, experimentation, and hypothesis development)
9. The particular materials/activities selected are appropriate to the developmental period, abilities, and special needs of the children who use the environment. The environment reflects the influence of these adult behaviors:
 - a. Preparation of a clean, orderly environment
 - b. Demonstration and encouragement of care and precision in movement and the organization and use of materials and equipment
 - c. Encouragement of a child's selection of activity
 - d. Encouragement of a child's participation in maintaining the environment
 - e. Demonstration of strategies for use of materials
 - f. Acknowledgement of and provision for expression of a child's social needs
 - g. Acknowledgement of and responsiveness to a child's emotional needs



- h. Acknowledgement of and responsiveness to a child's self-expression
- i. Ongoing monitoring and overview of the environment (i.e., observation)
- j. Communicating rules and procedures appropriate to the situation
- k. Modeling and facilitating pro-social behavior
- l. Modeling and facilitating positive techniques for conflict resolution
- m. Modeling and facilitating egalitarian interaction
- n. Providing effective leadership in group activities
- o. Communicating and coordinating activities with team members

Required Reading List

The titles listed below are required for all Adult Learners for completion of the MCTD teacher education program.

1. *The Hidden Hinge*, Rosa Packard
2. *Theories of Childhood: An Introduction to Dewey, Montessori, Erikson, Piaget, and Vygotsky*, Carol Garhart Mooney
3. *Milestones of Child Development*, Maimun Nisha
4. *Children Who Are Not Yet Peaceful: Preventing Exclusion in the Early Elementary Classroom*, Donna Bryant Goertz
5. *An Observer's Notebook*, Montessori Foundation Press
6. *The Secret of Childhood*, Maria Montessori
7. *Maria Montessori: Her Life and Work*, E.M. Standing
8. *The Montessori Method*, Maria Montessori
9. *The Absorbent Mind*, Maria Montessori
10. *The Discovery of the Child*, Maria Montessori
11. *Montessori: A Modern Approach*, Paula Polk Lillard

Recommended Reading List

While not required, the following titles are strongly recommended to our Adult Learners.

1. *Theories of Development: Concepts and Applications (6th Edition)*, William Crain
2. *Observing and Recording the Behaviors of Young Children*, Dorothy H. Cohen, Virginia Stern, Nancy Balaban and Nancy Gropper
3. *P.E.T.: Parent Effectiveness Training: The Proven Program for Raising Responsible Children*, Dr. Thomas Gordon 2008
4. *Positive Discipline for Preschoolers: For Their Early Years – Raising Children Who are Responsible, Respectful, and Resourceful*, Jane Nelsen, Cheryl Erwin, and Roslyn Ann Duffy 2007
5. *Positive Discipline: A Teacher's A-Z Guide: Hundreds of Solutions for Almost Every Classroom Behavior Problem!*, Jane Nelsen and Linda Escobar 2009
6. *Dr. Montessori's Own Handbook*, Maria Montessori 2011
7. *Nurturing the Spirit*, Aline D. Wolf 2009
8. *Montessori Today*, Paula Polk Lillard 2011
9. *The Child in the Family*, Maria Montessori 1989
10. *The Formation of Man*, Maria Montessori 1989
11. *Math Works*, Michael Duffy 2000
12. *Education and Peace*, Maria Montessori 1992
13. *Child Development (9th edition)*, Laura E. Berk 2012
14. *The World of the Child*, Aline D. Wolf 1982
15. *Montessori Madness*, Trevor Eissler 2011
16. *The Montessori Way: An Education for Life*, Tim Seldin and Paul Epstein 2003
17. *The Tao of Montessori: Reflections on Compassionate Teaching*, Catherine McTamane 2007
18. *The Power of Guidance: Teaching Social Emotional Skills in Early Childhood*, Dan Gartrell 2003

Revised 2/3/17

***Section III:
Application and Admissions
Information***



Admissions Process

Interested applicants must complete the steps described in the next section prior to acceptance into MCTD. Deadlines, as written in the application, must be met for timely acceptance prior to the start of Academic Phase I. The MCTD application may be found in the “Forms” section located at the back of the *MCTD Adult Learner Handbook*.

1. Complete the MCTD Formal Application and submit fee to MCTD. Note that ***all required documents*** must be on file for consideration, including: official transcripts, professional and personal recommendations, and completed essay questions.
2. Participate in one observation of a Montessori Early Childhood classroom.
3. Participate in an Admissions Interview with the MCTD Program Director and/or Assistant Program Director.
4. Obtain acceptance letter and enrollment agreement from MCTD.
5. Sign and return enrollment agreement to MCTD.
6. Begin search for approved Practicum site if not considering an MCTD suggested site.

Admissions Interview

All prospective Adult Learners ***must*** participate in an Admissions Interview with the MCTD Program Director and/or Assistant Program Director to discuss expectations, requirements, and general information about the MCTD program. Additionally, the Program Director and/or Assistant Program Director will invite candidates to share prior experience in working with young children and personal and professional goals for participating in the training program.

Transfer Policies

Transfer between AMS-Affiliated Programs:

Adult Learners wishing to transfer into MCTD from another AMS Teacher Education Program (TEP) must complete all application processes as outlined above for new enrollment. The Adult Learner wishing to transfer must be within the three-year time limit following the original Academic Phase and be a current member of AMS.

Before courses can be transferred, the MCTD Program Director will review and evaluate all previously completed coursework (both academic and practicum). Following the review, the Program Director will determine whether courses taken at another TEP correspond with the requirements of MCTD and AMS. Additionally, the MCTD Program Director will obtain information from the original TEP regarding the Adult Learner’s Academic, Practicum, and financial standing upon exit of the original TEP program.

Fees for transfer applicants include the cost of transcript reviews in addition to application fees as listed in the MCTD application fee schedule. The transfer fee is \$100.00, which is in addition to the application fee. Transfer applicants should be aware that full tuition fees may remain if coursework is not found to be transferable.



Upon completion of the transfer review, the MCTD Program Director will provide the transfer applicant, in writing, the coursework, time, and fees required to complete the program to the satisfaction of MCTD and AMS standards. The MCTD Program Director will also submit the AMS Transfer Form in addition to the AMS Credential Recommendation Form.

Transfer from Other Teacher Education Programs Recognized by AMS:

Adult Learners wishing to transfer into MCTD from another Teacher Education Program (TEP) recognized by AMS (AMI, NCME, and MACTE accredited programs) must complete all application processes as outlined above for new enrollment. The Adult Learner wishing to transfer must possess a degree in keeping with AMS credential requirements and be a current member of AMS, or be registered as an Adult Learner.

Before courses can be transferred, the MCTD Program Director will review and evaluate the credential and portfolio of the transfer applicant. MCTD will also assess and evaluate the applicant's proficiency utilizing pre-testing in order to plan the applicant's course of study. Following the review, the Program Director will determine the minimum requirements of the Academic Phase that the applicant must complete in order to fulfill MCTD and AMS qualification requirements. Additionally, the Program Director will obtain information from the original TEP regarding the Adult Learner's Academic, Practicum, and financial standing upon exit of the original TEP program. All transfer applicants in this category are required to take Montessori Philosophy from MCTD, regardless of whether the class has been taken previously at another TEP. The Program Director will determine the Practicum requirements for the transfer applicant to ensure that they meet the requirements outlined by AMS.

Fees for transfer applicants include the cost of transcript reviews in addition to application fees as listed in the MCTD application fee schedule. The transfer fee is \$100.00, which is in addition to the application fee. Transfer applicants should be aware that full tuition fees may remain if coursework is not found to be transferable.

Upon completion of the transfer review, the MCTD Program Director will provide the transfer applicant, in writing, the coursework, time, and fees required to complete the program to the satisfaction of MCTD and AMS standards. The MCTD Program Director will also submit the AMS Transfer Form in addition to the AMS Credential Recommendation Form.

Transfer from Teacher Education Programs Not Recognized by AMS:

Adult Learners wishing to transfer into MCTD from a Teacher Education Program (TEP) not recognized by AMS will not be accepted. The Adult Learner must take the full MCTD training course in order to be eligible for AMS credentialing.



Tuition, Fees, and Payment Schedule

Tuition and fees for the program are listed below. All tuition payments and fees are due in full by the dates listed below. Registrations received after June 1, 2017 will be charged a \$200 Late Registration Fee **in addition** to the regular Registration Fee. Transportation expenses, books, and supplies are not included and are the responsibility of the Adult Learner. The cost of books and supplies is approximately \$300 – \$600 depending on the source. ***All checks should be made payable to The Montessori Children’s Academy.***

1. Tuition and Fees 2017 – 2018

Tuition:	\$7,200.00
Registration Fee:	\$200.00
Association Fee*:	\$450.00
<hr/> Total Fees:	<hr/> \$7,850.00

Possible Additional Fees

Additional Late Registration Fee (after 6/1/17):	\$200.00
Self-Directed Internship:	\$1,000.00
Audit (per day):	\$200.00
Extra Field Visit (per visit):	\$200.00
One-year Extension:	\$350.00

2. Payment Schedule 2017 – 2018

		<u>2 years</u>	<u>1 year</u>
5/1/17	Application and Registration Fee	\$200.00	\$200.00
6/1/17	1 st Payment	\$1,080.00	\$1,465.00
6/1/17	<u>Association Fees*</u>	<u>\$450.00</u>	<u>\$450.00</u>
	(Total 6/1/17 -	<u>\$1,530.00</u>	\$1,915.00)
10/01/17	2 nd Payment	<u>\$1,530.00</u>	\$1,915.00
2/01/18	3 rd Payment	<u>\$1,530.00</u>	\$1,910.00
6/01/18	4 th Payment	<u>\$1,530.00</u>	\$1,910.00
10/01/18	5 th Payment	<u>\$1,530.00</u>	\$0.00
	<hr/> Total Payments	<hr/> \$7,850.00	<hr/> \$7,850.00

**A two (2) year AMS membership is included in the above fees.*

Scholarships and Financial Aid

Partial scholarships and financial aid are available from MCTD to Adult Learners based on need, as determined by MCTD. Additionally, AMS offers scholarships to aspiring Montessori teachers through their organization. Please speak with the MCTD Program Director for additional information about these options.



Refund Policies

Refund Due to Cancellation: If MCTD cancels a course for any reason, at any time, all deposits received will be refunded within eight (8) weeks.

Refund Due to Withdrawal: If an Adult Learner withdraws from the program one month prior to the program starting date, 100% of paid tuition (less registration fee) will be refunded. After the start of the program, allowable refund percentages are computed from the date of official withdrawal, not from the time when the Adult Learner ceases attending classes. The Adult Learner is required to withdraw officially by submitting a written letter of intent to the MCTD Program Director. The Adult Learner will be notified of receipt. If an Adult Learner needs to withdraw due to extenuating circumstances, refund is up to the discretion of MCTD. All monies owed to the Adult Learner will be refunded within eight (8) weeks.

Refund Due to Dismissal: If an Adult Learner is dismissed from the program prior to the program starting date, 100% of paid tuition (less registration fee) will be refunded. After the start of the program, allowable refund percentages are computed from the date of official dismissal. All monies owed to the Adult Learner will be refunded within eight (8) weeks.

Allowable Refund Percentages: Refunds will be calculated using the following formula. This formula is based on the number of academic hours the program has been in session, as a percentage of the total number of academic hours. This percentage will then be multiplied by the Total Program Tuition, less the Registration and Association Fees. This number will then equal the total amount due to MCTD by the AL. If the tuition paid to date is greater than the amount due to MCTD, the Adult Learner will receive a refund for his or her overpayment. If the tuition paid to date is less than the amount due to MCTD, the Adult Learner will be billed for the difference.

Example: MCTD has been in session for 150 academic hours at the time the Adult Learner requests a withdrawal or is dismissed from the program.

$$\text{Refund \$} = \frac{150 \text{ Academic Hours}}{300 \text{ Total Academic Hours}} \times \text{Total Program Tuition (less Fees)} = \text{Amount Due MCTD}$$

Amount Due MCTD - Tuition Paid to Date (less Fees) = Balance Due to MCTD or Refund Due to Adult Learner

$$\text{Refund \$} = (150 \text{ Hours} / 300 \text{ Hours} = 50\%) \times (\text{Total Tuition } \$6,950, \text{ less Fees } \$550 = \$6,400) = \$3,200$$

Amount Due MCTD \$3,200 - Tuition Paid to Date \$3,700 = \$500 Refund Due to Adult Learner

Or

Amount Due MCTD \$3,200 - Tuition Paid to Date \$2,350 = \$850 Balance Due to MCTD

***Section IV:
Academic Policies
and Conduct***



Academic Policies

Attendance Policy

Successful completion of the program requires the Adult Learner's active participation in all classes and engaged presence during the Practicum Phase. MCTD participants are expected to maintain at least 90% attendance in both the individual Academic courses and the Practicum Phase of the program. In the event of an anticipated absence, Adult Learners are required to notify MCTD prior to the start of class. In the event of an unexpected absence, Adult Learners are required to notify MCTD within 24 hours after the absence. If an Adult Learner is going to be late/tardy, he or she is required to notify MCTD of the expected arrival time. Tardiness is defined as arriving 15 minutes or more after the start of the class. Continued or excessive tardies may result in dismissal from the program.

Instructors and Supervising Teachers are responsible for maintaining attendance records for the Adult Learners. MCTD Instructors will utilize Sign-In/Out sheets (one per course) that will be kept on-site during the Academic Phase. Supervising Teachers at Practicum Sites will be provided with a similar attendance sheet that they will sign off on at the end of each month. Adult Learners remain responsible for any coursework missed due to absences and understand that some work, including Practicum hours missed, may require additional time beyond the outlined course schedule. Any absence requires a meeting with the Instructor upon return to class. Prolonged absences due to emergencies must be discussed with the Program Director and may extend the time in which it takes to complete the MCTD training program. All absences must be made up and standards for course completion must be met prior to credentialing of any Adult Learner.

Make-Up Policy

MCTD Instructors may allow make-up work to be completed at a time designated by the Instructor only in exceptional circumstances. This is done only with prior approval from the Instructor and/or MCTD Program Director. Adult Learners are otherwise expected to complete all assignments, observations, and Practicum requirements during the normal course of the program.

Time Limit for Completion of Coursework

In accordance with the time limit set forth by AMS: MCTD Adult Learners are expected to complete all course requirements, academic, practicum, and financial requirements, within three (3) years following the official end of the Academic Phase of the program for which the Adult Learner was enrolled. The Practicum Phase must begin within two (2) years of the end of the Academic Phase.

Extension Policy

The training program at MCTD (which includes both the Academic Phase and the Practicum Phase) is designed to be completed in two years. Recognizing that certain situations may arise



which prevent an Adult Learner from completing all course requirements within a two year time span, MCTD will consider granting an extension of one (1) year, at an additional fee as indicated in the Tuition Fees and Payment Schedule section of the *MCTD Adult Learner Handbook*. To apply for a one-year extension, the Adult Learner must submit a formal written request, and the extension will be granted following review by the Program Director and Assistant Program Director.

Continuation Policy

MCTD Adult Learners are expected to complete the MCTD program (which includes both the Academic Phase and the Practicum Phase) in two (2) years. In very special circumstances, the program may be completed in three (3) years if the MCTD Program Director has granted an extension.

If an Adult Learner requires a leave of absence from the program and then wishes to return to complete his or her Academic Phase and/or Practicum Phase requirements, a continuation must be granted. The MCTD Program Director will reassess previously completed work and determine the course of action to be taken. Depending on the length of the leave of absence, the Adult Learner may be required to reapply to MCTD and retake all coursework as recommended and at the discretion of the MCTD Program Director. A new application and the repeating of coursework are mandatory should an Adult Learner return beyond 5 years of the Adult Learner's original starting date.

An AMS membership is included with the MCTD tuition for all Adult Learners and is effective for two (2) years. Should an Adult Learner need a continuation in order to complete his or her training, the Adult Learner is responsible for additional fees, including those for AMS membership. Continuation fees also include costs associated with review of overdue assignments, additional Practicum visits, and any other required elements not completed within the standard 2-year time period. All tuition fees for repeated coursework are the responsibility of the Adult Learner.

Dismissal Policy

MCTD makes every effort to assist our Adult Learners in being successful in their course of study. MCTD further expects all Adult Learners to abide by all ethical codes of conduct, both in Academic courses and during the Practicum Phase. Dismissal from the program is not carried out without due consideration, but may be necessary if it is found that the Adult Learner exhibits any of the following:

- Inappropriate and/or unprofessional behavior with staff, cohorts, Early Childhood students, and/or other adults.
- Disregard for personal safety and/or the safety of others.
- Incomplete and/or unsatisfactory coursework.
- Inconsistent or unsatisfactory attendance.
- Failure to comply with guidelines set forth in the *MCTD Adult Learner Handbook* and/or the Practicum Site Employee Handbook of Policies.



- Inability to adhere to Montessori totems, including respect, honesty, and integrity.

For information regarding tuition/fees refund following dismissal from MCTD, please refer to the Refund Policy section of the *MCTD Adult Learner Handbook*.

Academic Conduct

Academic Integrity and Plagiarism

All Adult Learners are expected to maintain careful notes and complete all requirements for both Academic Phases and the Practicum Phase. Adult Learners acknowledge that assignments, papers, tests, and all written work associated with MCTD requirements have been completed by the Adult Learner him or herself. Any borrowed ideas or outside sources used as references or quoted within an Adult Learner's written work must be cited correctly according to the *MLA Handbook for Writers of Research Papers* or by following APA style or the *APA Style Guide to Electronic References*, which can be found at <http://www.apastyle.org>. Adult Learners are aware that any work submitted that is not their own or is not properly cited may result in disciplinary action, including possible dismissal from the program.

Adult Learner Rights and Responsibilities

- In the area of Admissions, applicants are expected to have read and understood the entire contents of the *MCTD Adult Learner Handbook*, to sign and return the verification form, and to be familiar with requirements of the MCTD program and its admissions processes. Applicants may request further information on admissions from the MCTD Program Director prior to completing the application process, and are responsible for initiating communication if they require any necessary clarifications about the program. Applicants acknowledge that all requirements of the application must be submitted prior to MCTD review of the application. Notification is given regarding acceptance in a timely manner.
- In the area of Academic Programming, the Adult Learner is expected to have read, understood, and agreed to abide by the policies set forth in *MCTD Adult Learner Handbook*. Adult Learners have the right to schedule an appointment with the MCTD Program Director to seek clarification of any policies or course requirements. Additionally, the Adult Learner has the right to seek clarification from course Instructors on any material or criteria for completion that is not understood during a scheduled appointment with the Instructor. Adult Learners also acknowledge understanding of requirements for fulfilling the Practicum Phase, including securing a Practicum Site and following all guidelines required by the Practicum Site, in addition to those set forth by MCTD.
- In the area of Finances, Adult Learners are expected to comply with required application, tuition, and/or transfer fees and deadlines as stated within the *MCTD Adult Learner Handbook*. Adult Learners have the right to review their payment schedules with the MCTD Program Director upon appointment.



Professional Code of Conduct

An appropriate level of professionalism is expected of all Adult Learners at MCTD in respect to communication, attendance, attire, and general behavior. In the case of misconduct or suspected misconduct, MCTD shall:

1. Have involved faculty members meet to discuss the circumstances with the Adult Learner and create a plan for change.
2. Have the Program Director of MCTD evaluate the Adult Learner's behavior and effort if the faculty observes no change.
3. Take necessary action in either assisting with change or in dismissal for misconduct.

All issues of misconduct shall be evaluated on an individual basis. MCTD maintains the right to take necessary action in situations of unprofessional or unethical conduct of Adult Learners.



Code of Ethics

(As Written in the AMS Handbook for Teacher Education Program Affiliation)

American Montessori Society

Adopted by the AMS Board of Directors October 1960. Expanded June 1975

As American Montessori Society members, we pledge to conduct ourselves professionally and personally in ways that will reflect our respect for each other and for the children we serve. We will do whatever is within our talents and capacity to protect the rights of each child to have the freedom and opportunity to develop his or her full potential.

PRINCIPLE I: Commitment to the Student

In fulfillment of the obligation to the children, the educator:

1. Shall encourage independent action in the pursuit of learning.
2. Shall protect the opportunity to provide for participation in educational programs without regard to race, sex, color, creed, or national origin.
3. Shall protect the health and safety of students.
4. Shall honor professional commitments and maintain obligations and contracts while never soliciting nor involving students or their parents in schemes for commercial gain.
5. Shall keep in confidence information that has been secured in the course of professional service, unless disclosure serves professional purposes or is required by law.

PRINCIPLE II: Commitment to the Public

The Montessori educator shares in the responsibility for the development of policy relating to the extension of educational opportunity for all and for interpreting educational programs and policies to the public.

In fulfilling these goals, the educator:

1. Shall support his/her professional society and not misinterpret its policies in public discussion. Whenever speaking or writing about policies, the educator should take the precaution to distinguish his/her private views from the official position of the American Montessori Society.
2. Shall not interfere with nor exploit the rights and responsibilities of colleagues within the teaching profession.

PRINCIPLE III: Commitment to the Profession

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

In fulfilling these goals, the educator:

1. Shall extend just and equitable treatment to all members of the Montessori education profession.



2. Shall represent his/her own professional qualifications with clarity and true intent.
3. Shall apply for, accept, offer, recommend, and assign professional positions and responsibilities on the basis of professional preparation and legal qualifications.
4. Shall use honest and effective methods of administering his/her duties, using time, and conducting business.

All AMS teachers, members, and school affiliates are expected to uphold and abide by the CODE OF ETHICS.



Fundamental Tenets of an AMS-Affiliated Teacher Education Program

(As Written in the AMS Handbook for Teacher Education Program Affiliation)

American Montessori Society

Adopted by the AMS Teacher Education Action Commission (TEAC), October 2014.

1. Teacher educators model the Montessori principles (movement, choice, peer teaching, etc.) and abide by the AMS Code of Ethics and Teacher Education Program Rights and Responsibilities at the adult level so adults observe Montessori in action. *(Modeling)*
2. An atmosphere where respect for oneself, others, and the environment is fostered in all interactions. *(Respect)*
3. Recognition of the essential inclusion of Peace Education and the development of a community of learners where there is trust, diversity, and peaceful ways of working together and addressing conflict. *(Peaceful Community)*
4. The recognition of the vital importance of observation in teaching/learning process and the necessity to develop ever increasing skills in observation, practice in observing other classrooms/environments, and one's own classroom. *(Observation)*
5. A recognition that teaching/learning takes place through an interaction with the environment and, as a result, particular attention must be given to both the child/adolescent environment at the level of the course given and the environment conducive to the adult's learning. *(Prepared Environment)*
6. Assessments are a part of the teaching/learning cycle and come in various forms such as observation, allowing mistakes, giving specific feedback, permitting self-discovery, giving processing time, meeting learners where they are, and guiding them forward to meet the competencies of an effective Montessori teacher. *(Assessments)*
7. Recognition that the teacher education course is the continuation of a life-long journey of learning, growing, observing, reflecting, and researching. *(Life-long learner)*
8. As children/adolescents learn together in an active, engaged environment, so do adults. Adults of different ages and talents gathered together in residence replicates the experience of the Montessori classroom in action so that adult learners are immersed in the Montessori culture. Enriching interchanges occur with each other and the physical environment. *(Constructivist Theory)*



9. The developmental continuum is honored across time, place, and cultures through: 1. Equal appreciation across all levels infancy through adults; 2. The child/adolescent and teachers learning from each other; and 3. Montessori pioneers, current teachers, and aspiring teachers. *(Continuum)*
 10. Understanding the underpinnings of cosmic education by constantly representing the unitary vision of the universe, through the connectedness of all things, indirect and direct aims, whole to parts to whole, integrated, spiral curriculum and the attitude that the universe is an evolving, self-organizing force that offers many possibilities. *(Cosmic Education)*
 11. The outcome of the teacher education course should be the transformation of the adult with the spiritual preparation that solidifies the philosophy and the attitudes and dispositions inherent in the method such as love, flexibility, restraint, etc. *(Spirituality and Transformation of the Adult)*
 12. The function of the practicum phase is to provide for the adult learner a supervised teaching/ learning experience and a period of observation, internalization, and further study to bring together the theory and practice of Montessori education under the guidance of mentors. *(Practicum)*
- * AMS requires that all AMS-affiliated teacher education programs agree to adhere to and embrace the *Fundamental Tenets of an AMS-Affiliated Teacher Education Program*.

*Section V:
Standards, Grading,
and Support*



Standards for Course Completion

Evaluation, testing, and reflection on learning are ongoing throughout the Adult Learner's experience with MCTD. Adult Learners can expect to participate in both scheduled and impromptu written and/or verbal evaluations from their course Instructors. Course requirements are listed within the *MCTD Adult Learner Handbook* and/or on each course syllabus. Adult Learners are required to successfully complete all course requirements within the accepted timeframe. In addition to coursework of the Academic Phases, Adult Learners must complete the requirements of the Practicum Phase, abiding by the expectations and guidelines of the Practicum site *and* MCTD. Included within the Practicum Phase is a yearlong project outlined in the Practicum Phase description, as well as other completion requirements. Adult Learners must earn a grade of C or above to be considered for AMS certification according to the Adult Learner's qualifications.

Grading Scale

Coursework and Practicum final grades are assessed and determined according to the following scale:

100 - 90 points **A** The Adult Learner's work is complete, original, and shows a level of superior quality that significantly exceeds expectations and demonstrates an understanding of the course objectives. Attendance requirement is fulfilled.

89 - 80 points **B** The Adult Learner's work is complete and of a level that meets the expectations and represents high quality work that is clearly and neatly presented, exhibiting a good understanding of course objectives. Attendance requirement is fulfilled.

79 - 70 points **C** The Adult Learner's work is complete and meets the minimum standards. Organization and/or completeness are inconsistent. Attendance requirement is fulfilled.

69 and below The Adult Learner's work requires re-evaluation by the Instructor and/or MCTD Program Director. The work submitted is incomplete and/or only partially meets expectations and/or is largely unacceptable and demonstrates a lack of effort and/or lack of understanding. Work must be resubmitted and/or tests must be retaken in order to successfully complete course requirements. *

*Please note that additional fees may apply for Instructor reevaluation of coursework that is turned in a second time or beyond the timeframe of the course completion.

Additionally a Grading Rubric is located in the *MCTD Course Syllabi Packet*.

Competencies for Montessori Teacher Candidates

(from the MACTE Handbook)

Categories of Competency:	As relates to each level the candidate for certification understands:	Suggested Evidence:
I. Knowledge		Written and oral assignments and examination results
	1a. Montessori Philosophy	
	1b. Human Growth and Development	
	1c. Subject matter for each Course Level * not to exclude: <ul style="list-style-type: none"> • Cosmic Education • Peace Education • Practical Life • The Arts • Fine and Gross Motor Skills 	
	1d. Community resources for learning	
II. Pedagogy	Understands:	Written and oral assignments, examinations, and demonstrations
	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 & documentation	
	2h. Reflective practice	
	2i. Support and intervention for learning differences	
	2j. Culturally responsive methods	
III. Teaching with Grace and Courtesy	As relates to each level the candidate for certification demonstrates and implements with children/adolescents:	1. Employer, Field Consultant, Supervising Teacher observation and evaluation 2. Children's learning and progress 3. Post-graduate professional performance
	3a. Classroom leadership	
	3b. Authentic assessment	
	3c. The Montessori philosophy and methods (materials)	
	3d. Parent/Teacher/Family partnership	
	3e. Professional responsibilities	
	3f. Innovation and flexibility	



Academic and Career Support

The Program Director and Assistant Program Director of MCTD are available to offer academic support to Adult Learners during the Academic and Practicum Phases of the program.

Additionally, career guidance is available from the Program Director and Assistant Program Director after certification is received. The AMS website www.amshq.org may be helpful in searching for employment within Montessori schools nationwide. **MCTD does not guarantee job placement, salary, or occupational advancement to graduates.**

Professional Development

Prior to completion of the MCTD teacher education program, Adult Learners should become familiar with all requirements for continuing professional development as set forth by AMS. These may be found by visiting the AMS website at: www.amshq.org/professionaldevelopment. This website also offers information on available professional development opportunities. The MCTD Program Director maintains a current listing of professional development opportunities that MCTD Adult Learners may access upon request.

From the AMS website: www.amshq.org/professionaldevelopment

AMS requires that holders of AMS credentials issued on or after July 1, 2013 complete 50 hours of professional development every five (5) years for the credential to remain active. The first 5-year period begins with the date the credential was issued. If professional development hours are not completed within the 5-year period, the credential will be considered inactive until the requirement is met. The credential holder must keep a record of his or her professional development and be able to provide print or electronic verification of the event host, location, date, topic, presenter(s), and number of hours attended. For this purpose, the credential holder is welcome, but not required, to use the **AMS Professional Development Form**. To maintain an active credential, verification of professional development is to be submitted to AMS 30 days in advance of the 5-year anniversary of the issuance of the credential, and every 5 years thereafter.

Guidelines:

Professional development events do not need pre-approval by AMS to count towards the requirement, as long as they adhere to the guidelines below.

Event Host & Format

A professional development event may be hosted by a school, a teacher education program, or a regional, national, or international Montessori group or organization such as (but not limited to) those listed on the **Local Groups** and **Montessori Organizations** pages of the AMS website, or **AMS** itself (including **AMS conferences** and **webinars**). Additionally, it may be hosted by a regionally accredited college/university; educational foundation/organization, institute, or association; or a national or regional accrediting organization. It can also include coursework completed towards **earning a credential** (for an age level different from credentials already held) at an AMS- or other MACTE-accredited teacher education program, or AMI teacher education program. The event may be a face-to-face event, a live Webinar, or a recording of a



Webinar if written or electronic verification of participation is given.

Topics

The following event topics qualify for the professional development requirement:

- Montessori Education and Philosophy/Pedagogy
- Curriculum
- Child Development
- Service Learning
- Leadership Skills
- Special Education and Learning Differences
- Public or Education Policy
- Health, safety, and nutrition (excluding CPR, first aid, medication administration, exercise)
- Technology Training that will enhance the teacher's use of technology with students or refine the teacher's computer skills in ways that will improve his or her teaching
- Classroom Management
- Peace Education
- Professionalism
- Social/Emotional Issues
- Education Research

Events that *do not qualify*: CPR, first aid, or medication administration training; exercise or yoga classes, unless they are related directly to teaching physical education to students; the reading of books, magazines, or journals; travel.

Non-Academic Support and Health Services

Should non-academic, professional, and/or health care support be needed, the MCTD Program Director or Assistant Program Director will provide Adult Learners with information regarding resources for local professional services. Resources available within the Morristown, NJ area include:

Morristown Memorial Hospital

100 Madison Avenue
Morristown, NJ
(973) 971-5000

Faster Urgent Care Medical Center

Morristown
130 Speedwell Ave.
Morris Plains, NJ
(862) 242-8053

Omni-Med

131 Columbia Turnpike
Florham Park, NJ
(973) 377-8776

Psychiatric Services of New Jersey

55 Madison Avenue, Suite 400
Morristown, NJ
(973) 975-4562

Doctors Express Florham Park

128 Columbia Turnpike, Suite 101
Florham Park, NJ 07932
(973) 685-5050

CVS/Pharmacy

641 Shunpike Road
Chatham, NJ 07928
(973) 301-3232
Flu Shots available; no appointment necessary.

Section VI: *General Policies*



Confidentiality of Records

All applications and Adult Learner records are kept confidential by MCTD. Adult Learners must submit written requests for the release of records by MCTD. Upon completion of the program, the MCTD Program Director will submit Adult Learner transcripts to the AMS office for credentialing purposes.

Privacy Policy for Adult Learner Records

1. The Montessori Center for Teacher Development (MCTD) shall conform in all respects to the requirements of state and federal law regarding gathering, maintaining, securing, disclosing, allowing access to, and destruction of Adult Learner records.
2. This policy applies to Adult Learners over the age of 18 years.
3. MCTD shall be responsible for the security of Adult Learner records maintained in the school.
4. Records shall contain only such information as is relevant to the education of the Adult Learner, and is objectively based on the personal observations or knowledge of the originator of the record.
5. All anecdotal information and assessment reports collected on an Adult Learner shall be dated and signed by the individual who originated the data.
6. Upon request, the Adult Learner shall be notified in writing of his or her rights in regard to records. Such rights include:
 - a) The ability to request copies of the applicable state and federal privacy laws.
 - b) The right to request copies of MCTD's privacy policy.
 - c) The ability to include in his or her records material believed to be pertinent, or to seek exclusion from the records material that is untrue, irrelevant to the present educational situation, or otherwise improperly contained in the records. The Adult Learner has the right to request an immediate stay of disclosure, pending final determination of the challenged procedure. He or she also has the right to challenge MCTD's granting or denial of access to the Adult Learner's records.

Adult Learner Information Directories

The school may compile, and make available, an Adult Learner information directory. Such directory shall be made available to the Adult Learner when required by law.

Permitted Access to Adult Learner Records

1. The Adult Learner shall either have access to or be specifically informed about only that portion of another Adult Learner's records that contains information about him or her.
2. MCTD shall limit access to, disclosure of, and communication regarding the Adult Learner's records and health records to organizations and agencies authorized by law to receive such records.
3. MCTD personnel are not prohibited from disclosing information in the Adult Learner's health record in connection with an emergency, if such knowledge is necessary to protect the immediate health or safety of the Adult Learner or other persons.



Conditions of Access

No Adult Learner record shall be altered or destroyed during the time period between a request to review the record and the actual review of the record. Those from outside MCTD, whose access requires consent of the Adult Learner, must submit the request in writing, together with any required authorization, to the Program Director or designee.

Notification of Rights Regarding Adult Learner Records

The Family Educational Rights and Privacy Act (“FERPA”) affords the Adult Learner over 18 years of age certain rights with respect to his or her educational records. The rights are described below.

1. The Adult Learner has the right to inspect and review his or her educational records within 45 days of the day the Program Director receives a request for access. The Adult Learner should submit to the Program Director a written request that identifies the record(s) he or she wishes to inspect. The appropriate MCTD official will make arrangements for access and notify the Adult Learner of the time and place where the records may be inspected.
2. The Adult Learner may request copies of records, and by providing written consent, have the records released to other individuals or entities.
3. The Adult Learner has the right to request an amendment to his or her educational records if he or she believes they are inaccurate or misleading, or otherwise in violation of the Adult Learner’s privacy rights under FERPA or state pupil records law.
4. The Adult Learner has the right to privacy of personally identifiable information in his or her educational records, except to the extent that FERPA or state law authorizes disclosure without consent.
5. The Adult Learner has the right to file a complaint with the U.S. Department of Education concerning alleged failures by MCTD to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave. SW
Washington, DC 20202-8520

This policy meets all applicable state, local, and federal requirements for privacy of the Adult Learner records.

Anti-Discrimination Policy

MCTD prohibits discrimination in any manner contrary to law in its employment, educational programs, admission policies, and activities on the basis of race, color, national origin, age, disability, and where applicable, sex, marital status, familial status, parental status, religion, sexual orientation, genetic information, gender identity, associational preference, veteran status, ancestry, or any other class protected by federal, state, or local law. MCTD also affirms its



commitment to providing equal opportunities and equal access to its facilities. MCTD does not engage in any unlawful employment or enrollment discrimination, which we define as:

- Failing or refusing to enroll, hire, or discharge any individual, or discriminating against any individual with respect to compensation, terms, conditions, or privileges of employment or acceptance into the training program because of such individual's race, color, religion, sex, sexual orientation, disability, age, or national origin; or
- Limiting, segregating, or classifying employees, applicants for employment, Adult Learners, or applicants to the teacher education program in any way that would deprive any individual of employment or learning opportunities or otherwise adversely affect his or her status as an employee or Adult Learner because of such individual's race, color, religion, sex, sexual orientation, disability, age, or national origin.

MCTD does not base admission of Adult Learners or hiring, compensation, promotion, or any other employment decisions on the basis of any class protected by federal, state, or local law. All such decisions are based on specific Adult Learner and/or job-related performance standards, many of which can be measured objectively.

MCTD will not tolerate discriminatory slurs or epithets in the learning environment and is committed to maintaining a bias-free learning atmosphere. Jokes or slurs made in the presence of a minority Adult Learner or employee are considered to be a violation of our discrimination policy.

MCTD Adult Learners or employees who are subjected to any discriminatory practices are urged to report them to the Program Director. If any Adult Learner or employee of MCTD believes that he or she has been subjected to discriminatory treatment, the Adult Learner or employee has the right to file a complaint with MCTD, and is strongly encouraged to do so. Complaints may be made in writing using the complaint form available from the Program Director.

MCTD Adult Learners or employees who are found to have violated this policy will be subject to discipline up to and including termination of employment or dismissal from the teacher education program.

Fair Practices

MCTD complies with fair practice standards in our publications, our acceptance of Adult Learners, our hiring of staff, and in all areas within MCTD.

Grievance Policy

How a problem is handled can make all the difference in achieving a successful outcome. MCTD maintains the following guidelines for settling any dispute, disagreement, or grievance:

1. Individuals with a grievance should first discuss the issue with the person against whom the grievance is directed.



2. If there is no resolution, the individuals involved shall meet with the MCTD Program Director in a private setting where all parties are expected to share in a dialogue and work together to create a resolution to the situation.
3. If no resolution satisfactory to all parties is reached, the Program Director will bring the issue before a Grievance Committee comprised of:
 - a. One MCTD faculty representative;
 - b. One currently enrolled MCTD Adult Learner elected by the cohort; and
 - c. The MCTD Program Director.
4. The Grievance Committee, after reviewing all sides of the complaint, will reach a majority vote in the accepted resolution and maintains the final and binding decision in the means for resolving the issue.

ALL MCTD personnel and Adult Learners are asked to remember that the cornerstone of all successful human relationships is respect. MCTD expects that every individual – regardless of race, creed, color, or ethnic background – will be treated with respect. Derogatory or bigoted comments, false statements, or profanity will not be tolerated and will be grounds for dismissal.

Should an individual with a complaint not be in agreement with the outcome, or if the Grievance Committee is not able to resolve the issue, it may be brought to the attention of AMS to continue problem-solving procedures, including the possibility of an appeal process.

Contact may be made to:

Arbitration Committee of the AMS Teacher Education Committee
116 East 16th Street
New York, NY 10003
Phone: 212-358-1250
Fax: 212-358-1256

And then to:

MACTE Commission
420 Park Street
Charlottesville, VA 22902
Phone: 434-202-7793
Fax: 888-525-8838

*The decision of MACTE shall be considered binding on all parties without appeal.



Smoking Policy

MCTD supports a smoke free environment. Smoking is prohibited on MCTD premises and at any MCTD-sponsored events.

Substance Abuse Policy

Any use or possession of any alcoholic beverage or illegal substance on MCTD grounds or at an MCTD-sponsored event is strictly prohibited and is grounds for immediate dismissal from the MCTD program. Any Adult Learner reporting to his or her class or Practicum Site under the influence of any of the above substances will be terminated from the MCTD program immediately. If any such incident is witnessed, it must be reported to the MCTD Program Director immediately and failure to do so may be grounds for dismissal. MCTD reserves the right to test any Adult Learner for alcohol and/or drug intoxication. Failure to submit to such testing will be considered as testing positive and will result in appropriate disciplinary action. Any MCTD Adult Learner using prescription drugs which may affect his or her ability to perform responsibilities safely and effectively must notify the MCTD Program Director. MCTD will assess if the Adult Learner may remain in class or at his or her Practicum site while on the medication.

Harassment, Intimidation, and Bullying (HIB) Policy

MCTD prohibits acts of harassment, intimidation, and bullying against any individual. MCTD believes that a learning environment free of harassment, intimidation, and bullying is necessary to ensure the fulfillment of its stated mission and to foster a safe and effective educational environment for all in the community.

“Harassment, intimidation, and bullying” is defined as any written, verbal, or physical act, or any electronic communication that physically or emotionally harms another person, places a person in fear of physical or emotional harm, or creates a hostile environment for the person by interfering with the person’s ability to carry out his or her daily routine. Harassment, intimidation, and bullying should not be confused with conflict, which is mutually competitive, or with opposing action or engagement, including a disagreement, an argument, or a fight.

- 1. Reporting and Investigating Harassment, Intimidation, and Bullying Behavior** - Any MCTD Adult Learner, employee, contracted service provider, visitor, or volunteer who has witnessed or has reliable information that anyone associated with MCTD has been subject to harassment, intimidation, or bullying, shall report the incident to the Program Director utilizing the Harassment, Intimidation, and Bullying Complaint Form, which is available from the Program Director. Any person who receives a complaint from an Adult Learner or MCTD employee alleging harassment, intimidation, or bullying, shall forward the complaint to the Program Director. If the initial report was not in writing, the Program Director shall request a written report be created using the Harassment, Intimidation, and Bullying Complaint Form. This form must be completed by the person making the initial complaint in order for an investigation to take place.



All reported incidents of harassment, intimidation, and bullying shall be investigated promptly and thoroughly, and documented in writing by the Program Director and/or his or her designee. The investigation shall be completed within a reasonable amount of time after the report of the incident. The results of the investigation shall be kept on file in the Program Director's office after the completion of the investigation.

- 2. Consequences and Remedial Measures for Acts of Harassment, Intimidation, and Bullying** - If the findings of the investigation confirm that an act of harassment, intimidation, or bullying took place, MCTD will proceed as follows:
 - a. Consequences and remedial measures for an Adult Learner or MCTD employee who commits an act of harassment, intimidation, or bullying shall be graded according to the nature of the behavior and the person's history of problematic behavior.
 - b. Consequences and appropriate remedial actions for an Adult Learner who commits an act of harassment, intimidation, or bullying range from positive behavioral interventions up to suspension or dismissal from MCTD.
 - c. Consequences and appropriate remedial actions for any MCTD staff member who commits an act of harassment, intimidation, or bullying toward another person range from positive behavioral interventions up to suspension or termination.

- 3. Retaliation, Reprisal, and False Accusations Prohibited** - MCTD will not tolerate any act of retaliation or reprisal against any person who reports an act of harassment, intimidation, or bullying. Any Adult Learner, MCTD employee, contracted service provider, volunteer, or visitor who engages in an act of retaliation or reprisal, or who willfully makes a false accusation of harassment, intimidation, or bullying against another, shall be subject to consequences and/or appropriate remedial action.

Sexual Harassment Policy

General Harassment Policy

The procedures outlined in this Sexual Harassment Policy – including the prohibition on harassment, complaint procedures, and investigation procedures – also apply to other forms of harassment, including harassment on the basis of race, color, religion, national origin, ancestry, sex, age, handicap, sexual orientation, gender identity, marital or civil union status, genetics, or active military or veteran status. Prohibited behavior includes slurs or other derogatory comments, objects, pictures, cartoons, or demeaning gestures connected to one's membership in a protected group, or any other conduct that creates a hostile environment for a member or members of a protected group.

- 1. Statement of Policy** - Sexual harassment in the workplace is prohibited by the New Jersey Law Against Discrimination (NJSA 10:5-1, et seq.), and by Title VII of the Civil Rights Act. MCTD is committed to the belief that all of its Adult Learners and employees have the right to an environment that is free of inappropriate conduct and communications based on gender. MCTD therefore opposes sexual harassment in any form, regardless of whether the victim is male or female. Such conduct will not be tolerated, and the policies set forth below will be vigorously enforced. To achieve our

goal of providing a learning environment free from sexual or other forms of harassment, we have created this policy and distributed it to all MCTD employees and Adult Learners. Adult Learners are urged to become thoroughly familiar with and adhere strictly to these policies. Violation of any of the policies set forth below is a serious matter, and will be dealt with accordingly, including the possibility of being dismissed from the program.

2. **What Conduct is Prohibited?** - Sexual harassment occurs when one employee or Adult Learner, typically a supervisor or officer, attempts to make another person's submission to unwelcome sexual demands or overtures a condition of: his or her continued enrollment or employment; the terms, conditions, or benefits thereof; or a decision of any kind affecting that member. This type of sexual harassment typically involves a promise of a favorable position or grade in exchange for sexual favors, or an implicit or explicit threat that if the employee or Adult Learner does not give in to the sexual demands or overtures, he or she will lose his or her position or employment, will fail a class or receive poor grades, or suffer other consequences.

Sexual harassment also occurs when one person harasses another solely because of the victim's gender. This type of sexual harassment may involve unwelcome sexual demands or overtures or the creation of a sexually hostile work environment, but it may also take the form of other harassing conduct not necessarily sexual in nature. If a "reasonable person" of the victim's gender would consider the conduct intimidating or hostile, or if it creates an offensive working environment, then sexual harassment has occurred. Such conduct often consists of unwelcome sexual touching and comments. Prohibited conduct includes, but is not limited to:

- Unwelcome contact such as hugging another or placing one's arm around another.
- Unwelcome sexual flirtations, advances, and propositions.
- Sexually degrading words used in reference to an individual.
- Comments on the speaker's own sexual abilities or those of co-workers.
- Display of offensive pictures or objects, such as posters or calendars of a sexual nature.
- Unwelcome teasing, jokes, and remarks of a sexual nature.
- Unwelcome comments of a sexual nature about or unreasonably staring at an individual's physical attributes.
- Unwelcome questions about sexual conduct.
- Repeated unwelcome requests for a date after prior requests have been refused, or the proposed invitee has stated that he or she is not interested in such social contact.
- Unwanted pressure for sexual favors.
- Other harassment of a non-sexual nature that is engaged in due to the gender of the individual.

In order to constitute sexual harassment, the conduct need not be sexual in nature, provided that it is occurring solely because of the victim's sex. For example, with respect to women, this would include comments about the lesser abilities, capacities, or "proper role" of females. It would also include subjecting a woman or a man to non-sexual



harassment solely because of her or his gender. Sexual harassment is prohibited whether the harasser is male or female, and whether the harasser is of the opposite sex or the same sex as the victim.

The conduct described above may constitute prohibited sexual harassment even if the actor did not intend to injure or harass the victim. "Joking" is no excuse or justification for the conduct. The conduct would still constitute sexual harassment even if the victim were strong enough to endure it without any emotional or psychological impact, harm, or damage. The types of conduct described above need not even be directed at a particular individual for that individual to be the victim of sexual harassment, because the environment in which an MCTD employee works or an Adult Learner learns is directly affected by the treatment of other employees and Adult Learners. Inappropriate comments, physical contact, or other harassment of one individual may create a hostile environment for other individuals who are not the target of the conduct.

Complaint Procedure

If any employee or Adult Learner of MCTD believes that he or she has been subjected to sexual harassment, the employee or Adult Learner has the right to file a complaint with MCTD, and is strongly encouraged to do so. Complaints may be made in writing using the complaint form available from the Program Director. In addition to receiving complaints of sexual harassment, the Program Director is also available to discuss any concerns you may have and to provide information to you about our policy on sexual harassment and our complaint process.

Investigation

MCTD will respond promptly to complaints of sexual harassment, will thoroughly, and impartially investigate them, and where it is determined that inappropriate conduct has occurred, will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action where appropriate. Our investigation will include private interviews with the person filing the complaint, the person alleged to have committed sexual harassment, and all witnesses. When we have completed our investigation, we will inform the person filing the complaint, and the person alleged to have committed the conduct of the results of the investigation and the corrective actions, if any, we intend to take.

- a. **Confidentiality:** It is our goal, both during the investigation and thereafter, to maintain confidentiality to the fullest extent possible, including confidentiality of the identities of all persons involved or alleged to be involved in the incident, revealing particulars of the matter only to the extent necessary for a thorough investigation. Any employee or Adult Learner who unnecessarily compromises the confidentiality of an investigation will be subject to appropriate discipline.
- b. **No Retaliation:** All employees and Adult Learners should be aware that no retaliation whatsoever will be permitted against one who complains of any incident of sexual harassment, or who assists in the investigation thereof. Any employee or



Adult Learner who is found to have committed a retaliatory act against an employee or other Adult Learner who has complained of harassment or participated in an investigation of harassment shall be subject to appropriate discipline.

After the matter is concluded, if a determination is made that sexual harassment has occurred, MCTD will impose the appropriate discipline on the actor involved. MCTD will follow up with the person who was subject to the harassment to determine whether the inappropriate conduct at issue has ended, and to ensure that there has been no new occurrence of sexual harassment by the original actor, and that there has been no retaliation by the original actor against anyone else for making the complaint.

Disciplinary Action

If it is determined that inappropriate conduct has been committed by one of our MCTD employees or Adult Learners, we will take such action as is appropriate. Such action may result in termination from employment or dismissal from the teacher education program, and may include such other forms of disciplinary action as we deem proper under the circumstances.

While this policy sets forth our goals of promoting a learning environment that is free of sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of sexual harassment.

Telephone and Technology Policy

Adult Learners are expected to refrain from making or taking personal telephone calls while in class and on assignment during the Practicum Phase. **Cell phones must be turned off or silenced** so that full attention is given to the Instructors and/or classroom children at all times. This includes both phone calls and texting. If a call must be made or taken during class time, the Adult Learner must notify the Instructor (or his or her Supervising Teacher, if at the Practicum Site) before doing so. Calls may be made during break times; however, if the school telephone is used, please keep calls as brief as possible to allow for incoming business calls. Again: ***cell phones must be turned off or silenced*** during program hours. If it is important that you be reached, please give the school telephone number to anyone who may need to contact you, and you will be notified promptly of any incoming phone calls.

MCTD understands that social networking, blogging, and tweeting are popular means of communicating for many people. As a matter of confidentiality however, we ask that Adult Learners not use those forums to discuss matters pertaining to MCTD other than to name MCTD as a training program. This provision is also subject to the Social Media Policy and the Electronic Resources Policy. MCTD Adult Learners are to communicate with parents of students in the Practicum ***only*** in the presence of the Supervising Teacher and with the Supervising Teacher's permission and prior approval.

Electronic Resources Policy

1. **Purpose** - To ensure Adult Learners understand the guidelines governing the use of MCTD’s computers, other hardware, software, email, telephones, fax machines, Internet access, tablet computers (such as Apple iPad or similar device) and any electronic communications (collectively “Electronic Resources”).

Although this policy cannot set forth every conceivable situation with regard to Electronic Resources, it is designed to express MCTD’s philosophy and set forth general principles that Adult Learners should apply when using any of MCTD’s Electronic Resources.

2. **General** - MCTD may provide Electronic Resources as necessary for the Adult Learners to meet expectations and carry out their studies while at the MCTD training center.

Although MCTD encourages the use of these Electronic Resources in connection with the execution of Adult Learners’ studies, all Adult Learners should remember that these Electronic Resources are the property of MCTD, and their purpose is to facilitate and support MCTD educational programs.

3. **Communications** - MCTD’s Electronic Resources must not be used for intentionally transmitting, retrieving, or storing any communication that is:

- Discriminatory
- Harassing or threatening
- Derogatory to any individual or group
- Obscene or pornographic
- Defamatory
- Engaged in any purpose that is illegal or contrary to the MCTD’s policies, business interests, or educational programs
- Engaged in any commercial venture

MCTD’s Electronic Resources are intended for MCTD business and educational programs, and personal use is not permitted. All of MCTD’s policies, including the Social Media Policy, apply to the use of MCTD’s Electronic Resources. MCTD’s Electronic Resources are subject to review and/or access by MCTD at any time. Electronic communications sent via MCTD’s Electronic Resources are subject to subpoena and access by individuals outside MCTD and may be utilized in legal proceedings. Be sure to consider this prior to sending any electronic messages or other material via MCTD’s Electronic Resources. Inappropriate use of MCTD’s Electronic Resources may result in discipline up to and including dismissal.

Social Media Policy

At MCTD, we understand that social media can be a fun and rewarding way to share your life and opinions with family, friends, and co-workers around the world. However, use of social media also presents certain risks and carries with it certain responsibilities. To assist you in making responsible decisions about your use of social media, we have established these



guidelines for appropriate use of social media. This policy applies to all Adult Learners and employees of MCTD.

1. **Guidelines** - In the rapidly expanding world of electronic communication, social media can mean many things. Social media includes all means of communicating or posting information or content of any sort on the Internet, including to the Adult Learner's own or someone else's web log or blog, journal or diary, personal website, social networking or affinity website, web bulletin board, or a chat room, whether or not associated or affiliated with MCTD, as well as any other form of electronic communication.

The same principles and guidelines found in the *MCTD Adult Learner Handbook* and the following three beliefs apply to Adult Learner activities online:

- Ultimately, Adult Learners are solely responsible for what they post online.
- Before creating online content, Adult Learners should consider some of the risks and rewards that are involved.
- Adult Learners should keep in mind that any conduct that adversely affects their academic performance, the performance of fellow Adult Learners, or otherwise adversely affects people who work on behalf of MCTD or MCTD's legitimate business/educational interests may result in disciplinary action up to and including dismissal from the teacher education program.

2. **Know and Follow the Rules** - The Adult Learner should carefully read these guidelines, and the *MCTD Adult Learner Handbook* and all policies contained therein – including the Electronic Resources Policy, Anti-Discrimination Policy, Sexual Harassment Policy and Harassment, Intimidation, and Bullying Policy – and ensure postings are consistent with these policies. Inappropriate postings that may include discriminatory remarks, harassment, and threats of violence or similar inappropriate or unlawful conduct will not be tolerated and may subject the Adult Learner to disciplinary action up to and including dismissal from the teacher education program.
3. **Be Respectful** - Always be fair and courteous to fellow Adult Learners and people who work on behalf of MCTD. If you decide to post complaints or criticism, avoid using statements, photographs, video, or audio that reasonably could be viewed as malicious, obscene, threatening, or intimidating; that disparages fellow Adult Learners, members of the public, or individuals or entities affiliated with MCTD; or that might constitute harassment or bullying. Examples of such conduct might include offensive posts meant to intentionally harm someone's reputation or posts that could contribute to a hostile learning environment on the basis of race, sex, disability, religion, or any other status protected by law or MCTD's policies.
4. **Be Honest and Accurate** - Make sure you are always honest and accurate when posting information or news. If you make a mistake, correct it quickly. Be open about any previous posts you have altered. Remember that the Internet archives almost everything; therefore, even deleted postings can be searched. Never post any information or rumors



that you know to be false about MCTD, fellow Adult Learners, people working on behalf of MCTD, or any organization with which MCTD is affiliated.

5. Post Only Appropriate and Respectful Content

- Adult Learners should maintain the confidentiality of MCTD’s private or confidential information. Do not post policies, procedures, or other internal teacher training related, confidential communications.
- Adult Learners are not to create a link from their own blog, website, or other social networking site to an MCTD website without prior approval of the MCTD Program Director and without identifying him or herself as an MCTD Adult Learner.
- Adult Learners should express only their personal opinions. They should never represent themselves as spokespersons for MCTD. If MCTD is the subject of the content an Adult Learner is creating, the Adult Learner should be clear and open about the fact that he or she is an Adult Learner, and should make it clear that his or her views do not represent those of MCTD, fellow Adult Learners, or people working on behalf of MCTD. If an Adult Learner publishes a blog or posts online related to subjects associated with MCTD, it should be made clear that the Adult Learner is not speaking on behalf of MCTD. It is best to include a disclaimer such as “The postings on this site are my own and do not necessarily reflect the views of MCTD.”

6. **Using Social Media at MCTD or the Practicum Site** - Adult Learners should refrain from using social media during MCTD class time, while working at the Practicum Site, or on equipment provided by MCTD, unless it is training-related as authorized by the Program Director and consistent with the Electronic Resources Policy. Adult Learners are not to use MCTD email addresses to register on social networks, blogs, or other online tools for personal use.

Retaliation is Prohibited

MCTD prohibits taking negative action against any Adult Learner or employee for reporting a possible deviation from this policy or for cooperating in an investigation. Any Adult Learner or employee who retaliates against another Adult Learner or employee for reporting a possible deviation from this policy or for cooperating in an investigation will be subject to disciplinary action up to and including termination or dismissal from the program.

Media Contacts

Adult Learners should not speak to the media on MCTD’s behalf without contacting the Program Director’s Office. All media inquiries should be directed to the Program Director’s Office.

For More Information

If you have any questions or need further guidance before, during, or after your time at MCTD, please contact the MCTD Program Director or Assistant Program Director by phone at 973-539-0196 or by email at MC4TD@aol.com.



Final Note

Every community needs rules to ensure that it functions properly and in keeping with its stated mission. Despite the need to set forth these rules for the MCTD community, MCTD sincerely hopes to foster and build a community that provides each Adult Learner and staff member with fulfillment, satisfaction, and the comfort of working with other individuals who are equally and deeply committed to the same goals.

Amendments to Publications

This *MCTD Adult Learner Handbook* will undergo periodic review and updating. Any changes, including adjusted policies, will be made known to all Adult Learners in written communication. It is understood that Adult Learners make themselves familiar with the *MCTD Adult Learner Handbook* and any adjustments made herein.

*Appendix A:
Application, Directions,
and Acknowledgement*



Montessori Center for Teacher Development
Application for Admission 2017

Last Name	First Name	Middle Name
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Preferred Name	Maiden Name	Last 4 Digits of Social Security #
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Street Address

City	State	Zip	Country
------	-------	-----	---------

Work Phone #	Home Phone #	Cell Phone #
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Email Address	License Plate #	Fax #
---------------	-----------------	-------

Date of Birth (MM/DD/YY)	Gender
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Emergency Contact and Medical Information

In case of an emergency, please list the name and phone number for your contact.

Name of Emergency Contact	Relationship to Applicant	Phone Number
---------------------------	---------------------------	--------------

Please list any medical conditions you have which MCTD should be aware of in case of an emergency: _____



Educational Background

High School	Graduation Date	City, State	Diploma
College	Graduation Date	Major	Degree
Graduate School	Graduation Date	Field of Study	Degree
Montessori Credential Program			Year
Other Studies/Workshops		Program	Year

Please supply two (2) sets of official transcripts from the school of your highest educational level completed to our office. These are required for admission. If your transcripts are from an educational institution that is located outside the United States, they must be evaluated by a U.S. evaluation service. We suggest you contact World Education Services.

For candidates without a bachelor’s degree seeking an Early Childhood Associate Credential, please be aware that as local and state regulations for teaching qualifications vary, it is the applicant’s responsibility to confirm his or her required qualifications for employment in the state/city where he or she will be seeking employment.

Employment Background

Present Employer	Position	From	To
------------------	----------	------	----

Job Description

Previous Employer	Position	From	To
-------------------	----------	------	----

Job Description

Previous Employer	Position	From	To
-------------------	----------	------	----

Job Description



Prior Teaching Experience

School	Position	From	To
<input type="checkbox"/> Check if this is a Montessori School			

School	Position	From	To
<input type="checkbox"/> Check if this is a Montessori School			

Other Experience Working with Children

Teaching Certificate (please send a copy to our office)

References

Letters of recommendation – 2 professional and 2 personal – are required for admission to our program. These should be written specifically for consideration of your admission to our program this year. Please list the names and information of the people who will be submitting recommendations to us on your behalf. By signing this application, you give MCTD the right to contact your references.

Professional Reference Name	Position/Title	Relationship to Applicant	Phone #
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Professional Reference Name	Position/Title	Relationship to Applicant	Phone #
-----------------------------	----------------	---------------------------	---------

Personal Reference Name	Relationship to Applicant	Phone #
-------------------------	---------------------------	---------

Personal Reference Name	Relationship to Applicant	Phone #
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Practicum/Internship

Practicum/Internship Site (School Name)	Supervising Teacher
---	---------------------

Street Address	City	State	Zip
----------------	------	-------	-----



Phone #	Fax#	Email Address	School Director
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School Affiliation:

- AMS
AMS Member School # () Expiration Date ()
- AMI
- Other _____

- I am interested in doing my Practicum/Internship at The Montessori Children's Academy.
- I do not have arrangements for a Practicum/Internship site.

If you do not have a Practicum/Internship site, please visit the AMS website www.amshq.org to view school listings for possible Practicum/Internship locations.

Additional Information

Upon completion of all AMS requirements, Adult Learners are recommended for an AMS Montessori Certificate/Credential. Please indicate how you prefer your name to appear on your certificate/credential:

Where did you hear about MCTD? _____

If you are not paying for 100% of your tuition, please fill out this section:

- I am applying at the request of _____ (name of school), where I am currently employed. The school **will** or **will not** be responsible for paying for my tuition and other fees. (If the school is paying part and the Adult Learner is paying part, please include a summary of your arrangement.)
- I will be seeking tuition assistance through: AMS MCTD Other _____

Are you proficient in English? _____

You are required to be proficient in the English language to be accepted for admission into our program, as classes are conducted in English and written work must be submitted in English. Adult Learners must be able to speak, understand, read, and write English to succeed in our courses. English proficiency is determined during the application process. Applicants who do not meet this requirement will not be accepted into the program.



While we require English proficiency, we do welcome a culturally and ethnically diverse community of teachers and Adult Learners. If you are fluent in other languages, please indicate which one(s): _____

Is there anything you would like us to know about your learning style that would enable us to better assist you during the course? _____

To Complete Your Application

1. Include your non-refundable Registration Fee. Applications are due May 1, 2017.

Registrations received after June 1, 2017 will be charged a \$200 Late Registration Fee **in addition** to the regular Registration Fee. Tuition and fees for the program are listed below. All tuition payments and fees are due in full by the dates listed below. Transportation expenses, books, and supplies are not included and are the responsibility of the Adult Learner. The cost of books and supplies is approximately \$300 – \$600 depending on the source. *All checks should be made payable to The Montessori Children’s Academy.*

Tuition and Fees 2017 – 2018

Tuition:	\$7,200.00
Registration Fee:	\$200.00
Association Fee:	\$450.00
Total Fees:	\$7,850.00

Possible Additional Fees

Additional Late Registration Fee (after 6/1/17):	\$200.00
Self-Directed Internship:	\$1,000.00
Audit (per day):	\$200.00
Extra Field Visit (per visit):	\$200.00
One-year Extension:	\$350.00

Payment Schedule 2017 – 2018

		<u>2 years</u>	<u>1 year</u>
5/1/17	Application and Registration Fee	\$200.00	\$200.00
6/1/17	1 st Payment	\$1,080.00	\$1,465.00
6/1/17	Association Fees	\$450.00	\$450.00
	(Total 6/1/17 -	\$1,530.00	\$1,915.00)
10/01/17	2 nd Payment	\$1,530.00	\$1,915.00
2/01/18	3 rd Payment	\$1,530.00	\$1,910.00
6/01/18	4 th Payment	\$1,530.00	\$1,910.00
10/01/18	5 th Payment	\$1,530.00	\$0.00
	Total Payments	\$7,850.00	\$7,850.00



2. **Include four (4) current letters of recommendation (2 professional and 2 personal) and a copy of your teaching certificate (if you possess one).**
3. **Send two (2) sets of official transcripts from the school of your highest education level completed. If your highest degree is a high school diploma, send a copy of your high school transcript.**
4. **Complete and include the attached essay questions.**

MAIL ALL DOCUMENTS TO:

Montessori Center for Teacher Development
Attn: Admissions Department
6 Kahn Road
Morristown, NJ 07961

CANCELLATION BY APPLICANT: The Applicant may cancel this contract and receive a full refund of all monies paid to date if cancellation is made in writing and mailed to Montessori Center for Teacher Development, Attn: Admissions Department, 6 Kahn Road, Morristown, NJ 07961, postmarked within 3 business days of the date of the signature on this application.

REFUND POLICY: If an Adult Learner withdraws from the program one month prior to the program starting date, 100% paid tuition (less registration fee) will be refunded. After the start of the program, allowable refund percentages are computed from the date of official withdrawal, not from the time when the Adult Learner ceases attending classes. Please see our Refund Policy in the *MCTD Adult Learner Handbook*. The Adult Learner is required to withdraw officially by submitting a written letter of intent to the Admissions Department.

CANCELLATION OF PROGRAM: MCTD reserves the right to cancel any program prior to its start date due to lack of enrollment. In the event of such cancellation, paid fees, deposits, and tuitions will be refunded.

JOB PLACEMENT DISCLAIMER: MCTD does not guarantee job placement, salary, or occupational advancement to graduates.

NON-DISCRIMINATION POLICY: MCTD admits Adult Learners without regard to race, color, creed, national or ethnic origin, age, disability, marital status, sexual orientation, or any other basis protected by federal, state, or local law. Please see our full Antidiscrimination Policy in the *MCTD Adult Learner Handbook*.

Upon receipt of your complete application package, we will notify you via mail and email with regard to your acceptance.

We look forward to the opportunity to work with you and prepare you to be a professional Montessori educator. **By signing below, you acknowledge that you have read and understand all aspects of this application and recognize your legal responsibilities in**



regards to this application. You also agree to be photographed or videotaped for our promotional purposes. If you do not wish to be photographed or videotaped, you understand that it is your responsibility to notify us in writing.

I acknowledge that all information I have provided is truthful and accurate. I understand that any false information or willful misrepresentation will result in my application being eliminated from consideration or my enrollment in MCTD being terminated. In the event that my application is rejected, I will receive a refund of 100% paid tuition (less registration fee). If my enrollment is terminated by MCTD after the start of the program, allowable refund percentages will be computed from the date of official termination.

Applicant's Signature

Date

Essay Questions

Please respond to each of the four questions below. Responses to each question should be at least one and not more than two paragraphs long (approximately 5 to 8 sentences), Please submit your responses on a separate sheet (or sheets) of paper. Your application is not considered complete until your essay responses have been submitted.

1. Why are you interested in becoming a Montessori teacher?
2. What experience do you have working with young children?
3. Why did you choose this age group (Early Childhood – 2 ½ to 6 years)?
4. What are your short-term and long-term goals after receiving your Montessori Certification?



**Directions to Montessori Center for Teacher Development
6 Kahn Road, Morristown, NJ 07961**

Traveling from I-287 North

Take exit 35 for South Street toward NJ-124/Madison Avenue
Turn left onto Morris CR 601/South Street
Slight right toward NJ-124/East Madison Avenue
Take the 1st right onto NJ-124/East Madison Avenue
Turn left onto Kahn Road
MCTD is located in The Montessori Children's Academy building on the left

Traveling from I-287 South

Take exit 35 for NJ-124/East Madison Avenue
Turn left on NJ-124/East Madison Avenue
Turn left onto Kahn Road
MCTD is located in The Montessori Children's Academy building on the left

Traveling from Route 24 West

Take exit 2A toward Morristown
Merge onto County Road 510/Columbia Turnpike
Turn left onto Park Avenue
Turn right onto Punch Bowl Road
Turn right onto NJ-124W/Madison Avenue
Take the 1st right onto Kahn Road
MCTD is located in The Montessori Children's Academy building on the left

Traveling from I-78 West

Take exit 48 to merge onto NJ-24W toward I-287/Springfield/Morristown
Follow directions from Route 24W

Traveling from I-78 East

Take exit 48 on the left to merge onto NJ-24W toward Millburn
Follow directions from Route 24W

Traveling from Parkway North

Take exit 142B for I-78W toward Springfield
Follow directions from I-78W



Traveling from Parkway South

Take exit 142B for I-78W toward Springfield
Follow directions from I-78W

Traveling from New Jersey Turnpike North

Take exit 14 toward I-78W
Keep right at fork and merge onto I-78W
Follow directions from I-78W

Traveling from New Jersey Turnpike South

Take exit 14-14C toward US-1/US-9/US-22
Merge onto I-78W
Follow directions from I-78W



Acknowledgement of Credentials Offered at MCTD

MCTD provides Adult Learners with the opportunity to receive an AMS Credential at the appropriate level based on the Adult Learner's completion of the Teacher Education Program and his or her educational background. After completing the MCTD Academic and Practicum Phases, the Adult Learner is recommended by the MCTD Program Director to AMS as a candidate to receive an AMS Credential. Ultimately, AMS evaluates the Adult Learner's information from MCTD and AMS issues the appropriate Montessori credential.

As stated in the *AMS Handbook for Teacher Education Program Affiliation*, Adult Learners may earn the following credentials:

- ***AMS Early Childhood Full Credential*** (2 ½ through 6-year-olds) is for Adult Learners with a minimum of a bachelor's degree from an accredited U.S. college or university or its equivalent. Adult Learners with a college degree from outside the US may earn this credential if a credential evaluation verifies that the degree is equivalent to that of a U.S. 4-year degree from an accredited college or university. The credential evaluation must use a NACES member organization (www.naces.org).
- ***AMS Associate Early Childhood Credential*** is for Adult Learners without a bachelor's degree but with a high school diploma from a recognized secondary school or GED, *or* for those whose credentials are not verified as equivalent to a U.S. 4-year degree from an accredited college or university.
- Because local and state regulations for the qualifications necessary for employment as an Early Childhood teacher vary, our Adult Learners must recognize that an Associate Credential may limit their employment opportunities. AMS strongly encourages holders of the Associate Credential to obtain a bachelor's degree within 7 years of receiving the AMS Associate Early Childhood Credential.
- ***AMS Non-U.S. Credential*** is for Adult Learners holding a bachelor's degree from an institution outside of the U.S. that ***has not*** been considered the equivalent of a 4-year bachelor's degree from an accredited US college or university by an accepted credential evaluation service, if the degree is recognized in the issuing country as meeting the national standards. This credential will state the degree and the country from which it was awarded.

I, _____, understand that the coursework completed through MCTD provides me with the opportunity to gain an AMS Credential that is appropriate to my educational background and only if approved by AMS directly.

Adult Learner's Signature

Date

A copy of this form will be kept in the Adult Learner's file.

Revised 2/3/17

Appendix B: *Forms*



Presentation/Activity Self-Analysis Form

To be completed by the Adult Learner in reflecting on his or her effectiveness during Adult Learner-led classroom activities and presentations.

Name of Adult Learner: _____

Names of Participants: _____

Date: _____ Time: _____ Setting: _____

Type of Activity: _____

(individual presentation, small group, or full class – include topic/subject area)

What worked well in your activity/presentation? _____

What would you do differently next time (think about what did *not* work well and/or what you would omit/add/change)? _____

How did this activity help the students? _____

How did this presentation/activity help you? _____



Required Feedback on Instructor

At the end of this course component, please complete this form for each Instructor and submit to the MCTD Program Director.

Name of Course Component: _____

Ending Date of Course Component: _____

Name of Instructor: _____

The Instructor...	Exceeded Expectations	Met Expectations	Below Expectations
Demonstrated knowledge of curriculum and philosophy.			
Conducted well-organized lectures.			
Offered opportunities for hands-on experiences.			
Presented materials in a clear and precise manner.			
Explained the purpose of the material covered.			
Demonstrated mastery of the sequence of materials.			
Interacted with Adult Learners appropriately and professionally.			
Was accessible to Adult Learners.			

Additional Comments: _____

* Grades will not be given for this course component until forms have been received from all Adult Learners in the current cohort.

Revised 6/28/15



Observation – Form A

Observation Assignment Number: 1 2 3 (circle one)

Adult Learner's Name: _____ Date: _____

Classroom Site: _____

Head Teacher's Name: _____

Time Observing: Beginning: _____ Ending: _____

Number and Age Range of Children: _____

Number of Adults in the Environment: _____

For this observation, pay close attention to the overall classroom environment. Write your findings on another piece of paper and attach them to this form.

1. Give a general description of the classroom (e.g., noise level, activity level, appearance).
2. Give a general description of how the children move within the classroom (for example, are the children staying in one area of the classroom or are they moving around to different areas?).
3. List some of the activities the children engaged in during your observation.
4. How are the children interacting with one another?
5. How are the children interacting with the teacher?
6. How are the children handling the materials?
7. What did you learn from this observation?
8. Feel free to include any additional comments regarding this observation.



Observation – Form B

Observation Assignment Number: 4

Adult Learner's Name: _____ Date: _____

Classroom Site: _____

Head Teacher's Name: _____

Time Observing: Beginning: _____ Ending: _____

Number and Age Range of Children: _____

Number of Adults in the Environment: _____

*For this general observation, pay special attention to **one** child in the classroom for the entire observation period. Write your observations on another piece of paper and attach them to this form.*

1. How does the child respond to his or her environment?
2. How does the child interact with materials, other children, and teachers?
3. Describe how the child works independently, as well as in a small group.
4. Is the child teacher-directed or self-directed? Explain.
5. How long is the child engrossed in work? Is the child easily distracted? Explain.
6. In what areas of the classroom is the child working?
7. Is the child able to show care and purpose of the material? Describe how.
8. What is the overall mannerism of the child in the room?
9. What did you learn from this observation?
10. Additional comments?



Observation – Form C

Observation Assignment Number: 5

Adult Learner's Name: _____ Date: _____

Classroom Site: _____

Head Teacher's Name: _____

Time Observing: Beginning: _____ Ending: _____

Number and Age Range of Children: _____

Number of Adults in the Environment: _____

For this general observation, observe the Head Teacher for the entire observation period. Write your observations on another piece of paper and attach them to this form.

1. Give a general description of the Head Teacher. Include gender, appearance, length of teaching experience, etc.
2. Give a description of the overall mannerisms of the Head Teacher in the classroom (e.g., tone of voice, facial expressions, eye contact, etc.).
3. Describe how the Head Teacher interacts with the children.
4. Describe the Head Teacher's awareness of the needs of the children in the classroom.
5. How does the Head Teacher handle disruptions or challenging situations?
6. Describe the Head Teacher's rapport with other adults in the classroom (e.g., Assistants, parents, visitors, etc.).
7. During lessons, how is the Head Teacher able to engage the children, either individually or as a group?
8. What did you learn from this observation?
9. Feel free to make additional comments about your observation.

Revised 2/3/17



Observation – Form D

Observation Assignment Number: 6 7 8 9 (circle one)

Adult Learner's Name: _____ Date: _____

Classroom Site: _____

Head Teacher's Name: _____

Time Observing: Beginning: _____ Ending: _____

Number and Age Range of Children: _____

Number of Adults in the Environment: _____

Subject Area (check box for the subject area being observed)

Core Subjects:

- Practical Life
- Math
- Sensorial
- Language

Cultural Subjects:

- Art
- Music
- Science
- Geography
- History

Write your observations on another piece of paper and attach them to this form. Be sure to address each of the points listed below while observing the specific subject area.

1. Was the area frequently used by the children?
2. List the exercises/activities you observed being used in this area of the classroom.
3. Were the activities teacher-directed or self-directed?
4. Describe the following:
 - What was the level of concentration while using the materials?
 - How did the materials engage the children?
 - Did the children work independently or in a small group in this area?
 - Were the activities completed?
5. How long were children engaged in the materials and were materials used properly?
6. Were activities returned to original places in the classroom or to the proper shelves?
7. Additional comments?



PRACTICUM ENTRY/MODEL FORM

Adult Learner's Name: _____

Supervising Teacher's Name: _____

Practicum School Name: _____

Practicum School Address: _____

Phone: _____ E-mail: _____

Identify the Practicum Model being followed:

Model 1 – The Supervised Practicum

The Adult Learner is required to intern a minimum of 3 hours a day, 5 days a week for a full academic year (approximately 180 days) in the classroom of a qualified Supervising Teacher at an approved Practicum school. A minimum of three (3) on-site consultation evaluation visits by a Field Consultant is required.

Model 2 – The Self-Directed Practicum

The Adult Learner has full responsibility for a Montessori class, a minimum of 3 hours a day, 5 days a week for a full academic year (approximately 180 days) without the daily guidance of a qualified Supervising Teacher in the classroom. Adult Learners may qualify for the Self-Directed Practicum with one or more of the following prerequisites:

- 1) Prior experience as an Assistant Teacher in a Montessori environment
- 2) Two or more years of previous teaching experience
- 3) Written approval of the MCTD Program Director
- 4) Bachelor's degree

With the Self-Directed Practicum, the Program Director decides how the Intern is to be supported, which will include six or more visits, a mentor system, a system of regular communications, etc.

No part of the Practicum Phase may precede the beginning of the Academic Phase of the MCTD training program.

The Practicum will begin on _____ (date).

Adult Learner Signature

Date

Program Director Signature

Date

Revised 2/24/14



Early Childhood Practicum Agreement

Prior to entry into the Practicum Phase, this form is to be completed and on file in the Program Director's Office.

Intern's Name: _____

Practicum School Name: _____

Address: _____

Telephone: _____ School Fax: _____

School Email: _____

Program Director: _____

This form must be copied in triplicate and copies given to:

1. MCTD Program Director
2. Supervising Teacher
3. Practicum Site Director/Administrator

Recommendations:

It is recommended that the Intern arrange to sign an agreement with the Practicum school. The agreement should specify the nature of the relationship and responsibilities of one to the other. An agreement should include: hours and dates of employment, general and specific duties, salary, or other remuneration if any, and conditions of employment.

Required Intern Responsibilities:

It is the responsibility of the Supervising Teacher to complete progress reports on children and other classroom records; however, an Intern may be required to help write and to review the reports before they are given to parents. This provides ample opportunity for Supervising Teacher-Intern interaction. The Intern's comments and questions will be sought at this time for the sake of his or her further enlightenment as to teacher duties, and also for an additional viewpoint regarding the children. The Intern is expected to participate in parent conferences to help in further understanding parent-teacher and specific parent-child relationships. The Intern is expected to attend school open houses and faculty-staff meetings. The Intern is encouraged to attend regional Montessori workshops and public lectures on early childhood education. In addition, any individual with an art, science, or foreign language background is encouraged to share his or her talents by making special and/or periodic group presentations to classes where desired.

**Required Field Consultant Visits:**

During the Practicum Phase, an MCTD Field Consultant will visit the classroom to observe and evaluate the Intern's progress toward the achievement of practical skills involved in Montessori teaching. Throughout the Practicum Phase, but ONLY under the supervision of the Supervising Teacher, the Intern will be expected to take charge of the class and plan activities. In this way, both the Intern and the Supervising Teacher should be able to identify some helpful strategies for improvement. In addition, the Field Consultant will have an excellent opportunity to observe the Intern as he or she experiences classroom supervision.

Required Field Consultants Reports:

The MCTD Field Consultant will be completing evaluations of the Intern's classroom performance and development. Items to include are as follows:

- Participation in classroom duties
- Responsibilities
- Knowledge in applying the 3-period lesson
- Instruction and lessons
- Instructional competency
- Knowledge of concepts in content areas
- Responsiveness to the child's interest and attention
- Flexibility
- Capacity for group and individual lessons
- Overall manner, voice, etc.
- Use of positive discipline techniques
- Directing children to appropriate activities
- Diagnosis of cause of misbehavior and remedy
- Attention to the whole class situation
- Selection of materials for the classroom
- Selection of class projects and activities
- Planning
- Involvement with parents
- Evaluation of children's progress, etc.

Note:

After a period of orientation to the classroom, the Intern should be expected to take on the full range of responsibilities of a teacher, but only with the Supervising Teacher present. This includes both menial housekeeping tasks, as well as larger scale responsibilities. All activities must be completed professionally and with attention to detail and purpose. Task proficiency in all areas will promote the Intern-Teacher relationship. The expectations of both parties should be discussed, understood, and agreed upon at the start of the Practicum experience.

Job Description of the Intern in a Montessori Environment:

- Functions on a concrete level of experience
- Practices with materials



- Fulfills requirements of particular teacher education course
- Participates in observations specified

The Intern is responsible for the following:

- Adding new exercises to different areas of the classroom each month
- Organizing snack
- Helping to direct and organize group activities
- Supervising outdoor activities and caring for outdoor environment
- Attending to care of the classroom environment (cleaning shelves, dusting materials, etc.)
- Attending to daily preparation of classroom environment (mixing paints, adding water to practical life works, arranging shelves to proper order when necessary, etc.)
- Alternately responsible for restocking supplies
- Maintaining an overview of the classroom when necessary
- Being aware of what to do in case of an emergency situation (how to look up a child's file, who to contact, fundamentals of first aid, knowledge of fire exits, etc.)
- Assisting with establishing ground rules and implementing discipline
- Communicating effectively with the children
- Compliance with school policy regarding punctuality, absenteeism, meetings, etc.

The Intern will need to demonstrate the following characteristics:

- Professionalism, patience, and a positive attitude when dealing with students, parents, staff, and administrators
- Clear and effective communication
- Respect, care, and concern for students and their learning
- Willingness to request clarification and ask questions when necessary
- Smiling and showing enthusiasm and a genuine interest while working with young children
- Dressing in neat and comfortable attire appropriate for a Montessori setting
- Emotional stability
- Basic understanding of the Montessori philosophy and willingness to learn more through readings, practical experience, and teacher discussion
- Helpful attitude
- Ability to refrain from always helping a child and to give the minimum direction that is needed
- Preparedness to observe the teacher and the children in the classroom. Observation of the Supervising Teacher will provide the Intern with valuable insights into the effectiveness of his or her educational techniques
- Willingness and ability to work with the teacher as a coordinated team

Intern Agreement and Commitment:

- The Intern is expected to attend open houses and staff meetings at his or her school.
- The Intern will be evaluated by the Field Consultant at least three (3) times during the school year.



- The Intern will be evaluated by the Supervising Teacher at least three (3) times.
- The Practicum may only be done in a school approved by MCTD.
- The Supervising Teacher must be approved by the MCTD Program Director.
- MCTD has the right to request of a change of schools for the Intern if it is deemed in the Intern's best interest.
- The Intern must turn in a monthly report that includes all absences or tardies. It is essential that the Intern attempt to be at school each day, as the children need consistency in their teachers.
- If the Intern knows he or she will be absent for an extended period of time, the Intern must request a formal leave of absence in writing from MCTD and the Practicum school.
- The Intern must be FLEXIBLE.
- The Intern must realize that the children and the school come before anything else while at school.
- The Intern must remember that he or she is a learner, and the Practicum school is providing an opportunity to implement and test out learning skills.
- In learning how to organize a prepared environment, it is essential that the Intern cooperate with classroom procedures set forth by his or her Supervising Teacher.
- The Intern may be required to prepare and introduce additional materials for use in the classroom by the Practicum school. This should be done willingly. Ownership of these materials should be agreed upon at the beginning of the Practicum.
- The Intern is expected to be a model at all times for the children.
- If an Intern feels that he or she has a problem at the Practicum school, he or she must follow the chain of command to address any issues. The procedure to follow is to discuss the problem with the Supervising Teacher first, and then with the School Administrator. If the situation has not been solved, the Intern should next go to the Practicum Coordinator, and finally to the MCTD Program Director.
- The Intern is expected to act ethically and professionally, just as a regular teacher in the school. Breaches of ethics and policies may cause the Intern to lose all or part of his or her Practicum hours. Examples of breach of ethics include:
 - Not abiding by Code of Ethics (see attached)
 - Drinking on the job
 - Using drugs
 - Abusing children
 - Leaving a child or class unsupervised
 - Falling asleep during work hours
 - Quitting Practicum without approval
 - Engaging in malicious gossip
 - Excessive tardies and absences (over 10% of a 20-day month)
 - Insubordination



I have read and understand the Practicum Agreement. I have provided copies to my Supervising Teacher and the Director/Administrator of my Practicum Site. I understand I must also provide a copy to the MCTD Program Director before I begin my Practicum.

Printed Intern Name

Signature of Intern

Date

I have received a copy of the Practicum Agreement signed by the Intern.

Signature of School Administrator

Date

I have received a copy of the Practicum Agreement signed by the Intern.

Signature of Supervising Teacher

Date

Note: A copy with all three signatures must be submitted to the MCTD Program Director before beginning the Practicum.



Practicum Site Information Agreement

School Name: _____

School Address: _____

Telephone: _____ School Fax: _____

School Email: _____ School Affiliation (if any): _____

Director: _____

Name(s) of Adult Learner(s): _____

	AMS Criteria	Site Response (Circle one)		Documentation Needed (Please attach required copies)
		Yes	No	
1.	<p><i>AMS MEMBERSHIP:</i></p> <ul style="list-style-type: none"> • Are you AMS affiliated? • Would you be willing to affiliate with AMS? 	Yes Yes	No No	Copy of the current affiliation certificate
2.	<p><i>NON-DISCRIMINATION POLICY:</i></p> <ul style="list-style-type: none"> • Do you have a written non-discrimination policy for students and staff/faculty? 	Yes	No	Copy of policy
3.	<p><i>LICENSING:</i></p> <ul style="list-style-type: none"> • Does your school meet all local city/state regulations? 	Yes	No	Copy of license
4.	<p><i>SCHOOL POLICIES:</i></p> <ul style="list-style-type: none"> • Have you communicated to the Adult Learner your administrative policies and guidelines relating to him or her regarding your school? • Please share with us your administrative policies and guidelines relating to the Adult Learner. 	Yes	No	Copy of administrative policies and Adult Learner guidelines given to Adult Learner
5.	<p><i>JOB DESCRIPTION/CONTRACT:</i></p> <ul style="list-style-type: none"> • Have you given a job description and/or contract to the Adult Learner? 	Yes	No	Copy of job description or contract
6.	<p><i>COOPERATION WITH MCTD:</i></p> <ul style="list-style-type: none"> • Do you agree to cooperate with MCTD in all matters relating to the Adult Learner's Practicum experience? 	Yes	No	
7.	<p><i>JOB RESPONSIBILITIES:</i></p> <ul style="list-style-type: none"> • Does your site provide janitorial services? • Do you understand that the Adult Learner cannot be asked to provide service to the school other than that which would be found as the responsibility listed in the 	Yes Yes	No No	



	job description of any teacher/administrator (i.e. janitorial services, before or after care services, etc.)?			
8.	AGE RANGE OF CLASS: <ul style="list-style-type: none"> Is the Adult Learner in a class with children in the full 2 ½ through 6-year-old age range? 	Yes	No	
9.	SUPERVISION: <ul style="list-style-type: none"> Do you agree not to ask the Adult Learner to assume total responsibility for a class without the presence of a Supervising Teacher or other qualified staff person? 	Yes	No	
10.	ENVIRONMENT: <ul style="list-style-type: none"> Do you have a full complement of Montessori materials in the Adult Learner's classroom? Is the classroom environment consistent with the description in these guidelines for the age level served? 	Yes Yes	No No	

I have read the required goals and expectations for Adult Learners, Practicum sites, and Supervising Teachers. I agree to have an Adult Learner and will provide the required support at our school.

School Director

Date

Please return this form with a copy of your documentation to your Adult Learner(s).



MATERIALS LIST FOR PRACTICUM SITES

The following is a list of the Montessori materials that MCTD includes for presentations and practice in the teacher training classrooms used by Adult Learners. These are also the materials that MCTD considers *essential* for Practicum Sites.

This list is a guide for Adult Learners to use when evaluating potential Practicum Sites for an internship. Adult Learners should indicate on the list whether or not the materials are available in the proposed Practicum classroom or elsewhere at the Practicum Site. If the majority of materials are missing from the potential Practicum Site, the MCTD Program Director may require the Adult Learner to seek a better-equipped school for his or her Practicum.

PRACTICAL LIFE	AVAILABLE in proposed Practicum Classroom	AVAILABLE in a different classroom	NOT AVAILABLE at the Practicum Site
Hand Washing			
Squeezing (Sponge/Baster/Eyedropper)			
Table Washing			
Watering a Plant			
Nose Blowing			
Sweeping (Floor and Table)			
Rolling/Unrolling a Rug			
Pouring (Solids and Liquids)			
Moving Furniture			
Threading Activities			
Spooning/Scooping Activities			
Twisting Activities			
Tong Activities (Tweezing)			
Sorting			
Scrubbing Table/Chair			
Scrubbing (Rock/Shell)			
Washing a Mirror/Window			
Food Preparation/Serving Snack			
Sewing			
Clothes Washing			
6 – 8 Dressing Frames			
Grace and Courtesy Exercises			
Cutting (with Sequence of Difficulty)			

	AVAILABLE in proposed Practicum Classroom	AVAILABLE in a different classroom	NOT AVAILABLE at the Practicum Site
Pasting/Gluing			
Folding (Napkin/Clothes)			
Mopping			
Walking on the Line			
Dishwashing			
Flower Arranging			
Crayons			
Painting			
Clay/Playdough			
SENSORIAL			
Knobbed Cylinders/All 4			
Pink Tower			
Broad Stair			
Long Rods			
Color Tablet Box I			
Color Tablet Box II			
Color Tablet Box III			
Constructive Triangles (5 Boxes)			
Knobless Cylinders/All 4			
Touch Boards			
Touch Tablets			
Sound Cylinders			
Geometric Solids and Bases			
Geometric Cabinet (Demo. Tray)			
Geometric Cabinet (with Cards)			
Touch Fabrics			
Thermic Tablets			
Baric Tablets			
Sorting (Size/Shape)			
Bells/Tone Bars			
Stereognostic Exercises			
Mystery Bag			
Smelling Exercise			
Binomial Cube			
Trinomial Cube			
Silence Game			
LANGUAGE			
Oral Language Development Activities			

	AVAILABLE in proposed Practicum Classroom	AVAILABLE in a different classroom	NOT AVAILABLE at the Practicum Site
Child Library			
Picture/Object Matching			
Picture/Picture Matching			
Classified 3-Part Cards (Pictures, Labels, Control Cards)			
Classified Picture Cards for Vocabulary and Sorting by Category			
Phonemic Awareness Activities with Objects or Pictures			
Metal Insets			
Sand Tray			
Sandpaper Letters			
Moveable Alphabet			
Small Chalkboards			
Phonetic Reading Objects			
Phonetic Reading Pictures			
Phonogram cards and booklets			
Picture/Word Matching with Phonograms			
Environmental Labels			
Grammar (Noun, Verb, Adjective)			
Command Cards			
Phonetic Based Readers			
Farm Phonetic (Objects and Labels)			
Writing Sequence			
Non-phonetic Reading Books			
Poetry			
Easy Readers			
MATH			
Number Rods and Numerals			
Sandpaper Numerals			
Spindle Boxes			
Cards and Counters			
Memory Game			
Golden Bead Material (Intro)			
Golden Bead Material (Nine Tray)			
Golden Bead Material (Bank)			

	AVAILABLE in proposed Practicum Classroom	AVAILABLE in a different classroom	NOT AVAILABLE at the Practicum Site
Large Numeral Presentation Tray			
Large and Small Numeral Cards			
Short Bead Stair			
Teen Boards (Seguin Board A)			
Ten Boards (Seguin Board B)			
Hundred Board			
Stamp Game			
Short Bead Chains and Arrows			
Long Bead Chains and Arrows			
Addition Strip Board			
Positive Snake Game			
Addition Charts			
Subtraction Strip Board			
Subtraction Charts			
Multiplication Board			
Multiplication Charts			
Division Board			
Abacus			
Money – Coin Recognition			
Clock			
CULTURAL AREAS			
Globes (Sandpaper and Continent)			
Land and Water Forms			
Land and Water Forms 3-Part Cards			
Hemisphere Map			
Circle for Tracing Hemisphere			
North America Puzzle Map			
United States Puzzle Map			
Europe Puzzle Map			
South America Puzzle Map			
Asia Puzzle Map			
Africa Puzzle Map			
Australia Puzzle Map			
Cultural Folders			
Tool and Felt Pad for Pin Pricking Maps			
Flags			
Calendar			

	AVAILABLE in proposed Practicum Classroom	AVAILABLE in a different classroom	NOT AVAILABLE at the Practicum Site
Living/Non-Living Objects and Pictures			
Classification - Animals			
Classification - Plants			
Animal Puzzles (Mammal, Reptile, Amphibian, Fish, Bird)			
Animal 3-Part Cards (Mammal, Reptile, Amphibian, Fish, Bird)			
Botany Puzzles (Tree, Flower, Leaf)			
Botany 3-Part Cards (Tree, Flower, Leaf)			
Art Materials (various mediums/techniques)			
Library (Book) Area			
Musical Instruments			
History Activities			
Nomenclature Cards (culture)			
Peace Education Materials			



Supervising Teacher's Agreement

Adult Learner's Name: _____

Supervising Teacher's Name: _____

Supervising Teacher's Home Address: _____

 City State Zip Code

Supervising Teacher's Home Phone #: _____ Email: _____

School Name: _____ School Number: _____

Educational Background

College	Graduation Date	Major	Degree

Graduate School	Graduation Date	Field of Study	Degree

Montessori Teacher Preparation (Please attach a copy of your Montessori credential)

Credential Earned	Name of Program	Year	Received

Montessori Credential from accredited course at the level of supervision completed: _____ Credential Source _____ Date Earned _____

State Certification

Type of Teaching Certificate Held: Permanent _____ Provisional _____ Date Issued _____

State Issued by _____ Certification _____ Credits Toward State Certification _____

Teaching Experience

School <input type="checkbox"/> This is a Montessori School	Position	From	To

School <input type="checkbox"/> This is a Montessori School	Position	From	To

School <input type="checkbox"/> This is a Montessori School	Position	From	To

I am able to comply with all requirements listed on the following pages. **NO** **YES** (If no, use other side to explain.)
 I have read the goals and expectations for Adult Learners, sites and Supervising Teachers. I acknowledge that all information on this form is true and accurate, and I agree to support the MCTD Adult Learner in fulfilling his or her requirements.

 Signed Date

Please return this form with a copy of your Montessori credential to your Adult Learner.

Revised 2/22/14



Teacher's Code of Ethics

This form is to be completed and on file before the start of the Practicum Phase.

- ❖ I will use proper channels and chains of command.
- ❖ I will discuss confidential information only with authorized persons.
- ❖ I will adhere to the terms of the employment statement.
- ❖ I will give fair recommendations.
- ❖ I will refrain from gossip, derogatory remarks, criticism, “grapevine” communications, and judgment of fellow teachers, students, parents, and school officials.
- ❖ I will be loyal to the teaching method and the school.
- ❖ I will be of highest moral character.
- ❖ I will not initiate talk about school affairs with others.
- ❖ I will respect the position of the lead teacher.
- ❖ I will avoid interference in the classroom affairs of associates.
- ❖ I will be aware of my personal appearance so I will be neatly and appropriately dressed.
- ❖ I will refrain from discussing the deficiencies of students in a way that would be embarrassing to him/her, the parent, or the school.
- ❖ I will accept positive criticism graciously.
- ❖ I will practice patience, courage, perseverance, and calmness.
- ❖ I will use my own good judgment to help solve challenges as they arise in the daily operation of the school.

Name of Adult Learner

Signature

Date



Conference Summary Form
For Parent-Teacher Conferences

Child's Name: _____ Date: _____

Class: _____

Parent(s) Attending: _____

Teacher(s) Attending: _____

- Type of Conference:**
- Regularly scheduled conference
 - Requested by teacher
 - Requested by parent
 - Phone conference
 - Other _____

Main points of discussion: _____

Recommendations or referrals made, if any: _____

Has parent observed: Yes No
Teacher's reaction to conference: Positive Negative Neutral

Suggestions or additional comments: _____



Intern Monthly Practicum Hours Log

Intern: _____ **Month:** _____

Examples of Activities: Presentations, Parent/Teacher Conferences, Staff Meetings, Care of the Environment, etc.

Date	Time	Activity	Total Hours



TOTAL HOURS			
Supervising Teacher’s Signature and Date			
Intern’s Signature and Date			

*Intern’s signature indicates the above information was shared; it does not necessarily indicate agreement.
 Copies to Intern and MCTD Program Director (for Intern’s file).*



Intern Monthly Self-Observation Form

Intern: _____ **School:** _____

Supervising Teacher: _____

Date: _____

Number of Days in the Month: _____ **Number of Days Present:** _____

What have you learned in the last month that indicates growth for you as an Intern? _____

What are your current classroom responsibilities? _____

What are your current challenges in the classroom? _____

What are your current areas of strength? _____

Describe what you have learned from observing the children: _____



What have you gained from observing your Supervising Teacher in the classroom? _____

Additional Comments: _____

Attach one new activity that you have developed for the classroom this month. Follow the guidelines from the **Montessori Resource Album Requirements** form in the *MCTD Adult Learner Handbook* when preparing this attachment. Describe how this material supported learning in the classroom.

Supervising Teacher's Signature

Date

Intern's Signature

Date

*Intern's signature indicates the above information was shared; it does not necessarily indicate agreement.
Copies to Intern and MCTD Program Director (for Intern's file).*



INTERN GOALS

Intern's Name: _____ **Date:** _____

Please choose one or more goals for each of the four MACTE areas and/or check off the skill that you feel that you have been targeting since the previous field visit observation (Montessori Philosophy and Human Development, Classroom Leadership, Curriculum Implementation, and Community Involvement and Partnership with Families) and respond to the prompts.

Montessori Philosophy and Human Development

- ❖ I am beginning to demonstrate an understanding of and implementing the Montessori philosophy with a focus on the early childhood years.
- ❖ I am utilizing an emergent understanding of the stages of human growth, development, and educational theories with an emphasis from two and half (2 ½) through six (6) years of age.
- ❖ I am demonstrating evidence of personal growth through self-evaluation and introspection.
- ❖ I am learning about development and behavioral norms by noticing and informally assessing children that might need early intervention services.

Classroom Leadership

- ❖ I am learning to observe, document, and analyze data and to plan programs for young children.
- ❖ I am learning to demonstrate cultural sensitivity in support of the development of individual children.
- ❖ I am learning to demonstrate an ability to implement effective classroom strategies.
- ❖ I am beginning to demonstrate leadership skills and an understanding of professional standards.
- ❖ I am beginning to incorporate an understanding of administrative functions.

Curriculum Implementation

- ❖ I am learning to demonstrate the principles of Montessori environmental and material design.
- ❖ I am learning to articulate the rationale and sequence of the Montessori curriculum.
- ❖ I am beginning to demonstrate proficiency in applying Montessori principles in the context of the curriculum, didactic materials, and lesson presentations.
- ❖ I am learning to design and maintain a developmentally appropriate Montessori environment in response to the needs of students.
- ❖ I am learning to utilize a variety of instructional strategies and assessment methods.
- ❖ I am beginning to demonstrate an awareness and understanding of governmental regulations.

Community Involvement and Partnership with Families

- ❖ I am learning to demonstrate cultural sensitivity in communications and work with families and children.
- ❖ I am developing an awareness of community resources for additional support of children and families.
- ❖ I am developing an awareness of available professional associations.

Revised 1/13/14